

Connectivity

LEVEL 2



**Student's Book and
Interactive eBook**

with **Online Practice**

**Joan Saslow
Allen Ascher**

Connectivity

LEVEL 2

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity 2

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Joan Saslow is a foreign language teaching specialist and author. She is co-author with Allen Ascher of a number of award-winning* best-selling English-language textbook series for adults and teenagers, most recently Pearson's *Top Notch* and *Summit*.

In addition, Ms. Saslow is author of the *Workplace Plus*, *Ready to Go*, and *Literacy Plus* series, as well as of *English in Context: Reading Comprehension for Science and Technology*. Earlier, she was series director of *True Colors* and *True Voices*.

Ms. Saslow is a frequent speaker at international teachers' conferences and participates in the English Language Specialist Program of the US Department of State's Bureau of Educational and Cultural Affairs. She has lived and taught in Chile and is fluent in Spanish.

Ms. Saslow has a BA and MA in French from the University of Wisconsin, Madison.

Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, program administrator, consultant, and publisher. He is co-author with Joan Saslow of the award-winning* six-level *Top Notch* and *Summit* series for adults and young adults. He also authored the "Teaching Speaking" module of *Teacher Development Interactive*, Pearson's online multimedia teacher-training program. In addition to living and teaching in Beijing, China, he served as academic director of the International English Language Institute at Hunter College and taught in the teaching certificate program at the New School in New York City.

Mr. Ascher has an MA in Applied Linguistics from Ohio University and has been a frequent presenter at professional conferences and teacher training events around the world.

**Top Notch* and *Summit* are both recipients of the Association of Educational Publishers' Distinguished Achievement Award. Additionally, *Top Notch* third edition is the recipient of a Textbook and Academic Authors' Textbook Excellence Award. *Summit* third edition is the winner of the same award.

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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 Making New Friends page 1	<ul style="list-style-type: none"> Get to know someone Cheer up a friend Discuss differences among siblings Discuss friendship 	<ul style="list-style-type: none"> Personality Some hobbies Adjective + preposition collocations Kinds of friends 	<ul style="list-style-type: none"> Gerunds and infinitives Gerunds after prepositions <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Spelling rules for <u>-ing</u> forms of verbs Gerunds and infinitives: function within sentences Negative gerunds and infinitives
2 Sharing Life Experiences page 13	<ul style="list-style-type: none"> Catch up with an old friend Suggest tourist activities Describe greeting customs Talk about a memorable experience 	<ul style="list-style-type: none"> Greeting customs Tourist activities Participial adjectives 	<ul style="list-style-type: none"> The simple past tense and the present perfect The present perfect: indefinite time in the past (<u>ever</u>, <u>before</u>, <u>yet</u>, <u>never</u>, <u>already</u>) <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> The simple past tense and the present perfect: more on meaning and use Indefinite time: common errors
3 Talking about Movies page 25	<ul style="list-style-type: none"> Apologize for being late Choose a movie to watch Express an opinion about a movie Discuss what makes a movie great 	<ul style="list-style-type: none"> Movie genres Explanations for being late Adjectives to describe movies 	<ul style="list-style-type: none"> The present perfect: <u>for</u> and <u>since</u> The present perfect: other uses <u>Would rather</u> to express preferences <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> The present perfect: information questions Expressing preferences: review, expansion, and common errors
4 Away from Home page 37	<ul style="list-style-type: none"> Leave and take telephone messages Check in to and out of a hotel Request services in a hotel Choose vacation accommodations 	<ul style="list-style-type: none"> Kinds of accommodations Facilities and amenities Telephone messages Kinds of hotel rooms and beds Ways to request services in a hotel 	<ul style="list-style-type: none"> The future with <u>will</u> The real conditional <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> <u>Will</u> and <u>be going to</u> Other uses of <u>will</u> <u>Can</u>, <u>should</u>, and <u>have to</u>: future meaning The real conditional (present and future): usage and common errors
5 Looking Good page 49	<ul style="list-style-type: none"> Ask for something in a store Make an appointment for personal care Discuss cosmetic procedures Define inner and outer beauty 	<ul style="list-style-type: none"> Personal care tools and products Kinds of personal care Cosmetic procedures 	<ul style="list-style-type: none"> Quantifiers for indefinite quantities and amounts: <u>some</u> and <u>any</u> Quantifiers for indefinite quantities and amounts: <u>a lot of</u> / <u>lots of</u>, <u>many</u> and <u>much</u> Indefinite pronouns: <u>someone</u> / <u>no one</u> / <u>anyone</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> <u>Some</u> and <u>any</u>: indefiniteness <u>Too many</u>, <u>too much</u>, and <u>enough</u> Comparative quantifiers <u>fewer</u> and <u>less</u> Indefinite pronouns: <u>something</u>, <u>anything</u>, <u>everything</u>, and <u>nothing</u>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<ul style="list-style-type: none"> Clarify a request for information with "Well, for example..." Buy time to respond with "Let me think..." Say "Oh, yeah!" to indicate that you have just come up with a response or idea Say "What a coincidence!" when you discover shared interests Ask "What's up?" to get someone to talk about why he or she feels down Reinforce a willingness to help with "Are you sure?" 	Listening Skills <ul style="list-style-type: none"> Listen for details Understand from context Listen to summarize Pronunciation <ul style="list-style-type: none"> Reduction of <u>to</u> in infinitives 	Texts <ul style="list-style-type: none"> A personality test An illustrated conversation A magazine interview: differences among siblings A magazine survey Quotations about friendship Skills / Strategies <ul style="list-style-type: none"> Understand from context Identify supporting details Summarize 	Task <ul style="list-style-type: none"> Write a paragraph describing a good friend or a soul mate WRITING HANDBOOK <ul style="list-style-type: none"> Parallel structure SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Leadership: Acknowledge the contributions of others
<ul style="list-style-type: none"> Use expressions like "It's been a long time!" and "Nice to see you again!" to greet someone you haven't seen for a while Catch up with someone by asking, "So what have you been up to?" Politely end a conversation with "Listen, I've got to go" Indicate strong agreement with, "Absolutely" If you're worried that a question may not be polite, say, "I hope you don't mind my asking, but..." 	Listening Skills <ul style="list-style-type: none"> Listen to classify Listen to summarize Pronunciation <ul style="list-style-type: none"> Sound reduction in the present perfect 	Texts <ul style="list-style-type: none"> Tourist activities survey An illustrated conversation A magazine article about greeting customs around the world Skills / Strategies <ul style="list-style-type: none"> Recognize main idea Identify supporting details 	Task <ul style="list-style-type: none"> Write about a memorable experience WRITING HANDBOOK <ul style="list-style-type: none"> Avoiding run-on sentences SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Empathy: Show interest in what other people say
<ul style="list-style-type: none"> Apologize and provide an explanation for being late Offer to pay with expressions like "The tickets are on me", "My treat", etc. Decline an offer with "That's really not necessary" Show resolve with "I insist" Say "That works for me" to agree with a plan of action Soften an objection with "No offense, but..." 	Listening Skills <ul style="list-style-type: none"> Listen for main idea Listen to infer Listen to draw conclusions Pronunciation <ul style="list-style-type: none"> Reduction of the /h/ sound in natural speech 	Texts <ul style="list-style-type: none"> Movie genres survey An illustrated conversation An article about what makes a movie great Skills / Strategies <ul style="list-style-type: none"> Recognize main idea Activate new words Draw conclusions 	Task <ul style="list-style-type: none"> Write a two-paragraph review of a movie WRITING HANDBOOK <ul style="list-style-type: none"> Paragraphs and topic sentences SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Communication: Ask someone to elaborate
<ul style="list-style-type: none"> Soften a disappointing response with "I'm sorry" Say "Is that all?" to express willingness to do more Say "Here you go" as you hand someone something they've requested Say "By the way" to introduce a new thought 	Listening Skills <ul style="list-style-type: none"> Listen to confirm content Listen for details Listen to summarize Pronunciation <ul style="list-style-type: none"> Contractions of subject pronouns with <u>will</u> 	Texts <ul style="list-style-type: none"> Hotel facilities and amenities survey An illustrated conversation A website listing for a short-term vacation rental Skills / Strategies <ul style="list-style-type: none"> Identify supporting details Make personal connections 	Task <ul style="list-style-type: none"> Write a review of one kind of accommodation WRITING HANDBOOK <ul style="list-style-type: none"> Avoiding sentence fragments with <u>because</u> or <u>since</u> SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Decision-making: Offer a new perspective or contrasting information
<ul style="list-style-type: none"> Get the attention of a salesperson with "Excuse me" Say "Oh, I'm sorry" in response to a problem or expression of disappointment Express willingness to help with "No problem" Acknowledge someone's effort with "I appreciate it" Propose a time to receive a service with "... if possible" Ask someone to wait for requested information with "Let me check" Say "That won't work" to decline a suggested time 	Listening Skills <ul style="list-style-type: none"> Listen to infer Listen to confirm content Listen for details Pronunciation <ul style="list-style-type: none"> Pronunciation of unstressed vowels 	Texts <ul style="list-style-type: none"> Personal care survey An illustrated conversation A store directory A staff directory at a spa An advice column on a teen website Skills / Strategies <ul style="list-style-type: none"> Understand from context Draw conclusions 	Task <ul style="list-style-type: none"> Write a letter of response to someone asking for advice WRITING HANDBOOK <ul style="list-style-type: none"> Writing a formal letter SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Collaboration: Respond to a request for feedback

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 Eating Well page 61	<ul style="list-style-type: none"> Make an excuse for declining food Describe changes in eating habits and tastes Discuss diet choices Describe favorite dishes in detail 	<ul style="list-style-type: none"> Classes of foods Reasons for declining food Reasons for adopting a diet Describing foods 	<ul style="list-style-type: none"> Negative <u>yes / no</u> questions <u>Use to / used to</u> GRAMMAR EXPANDER <ul style="list-style-type: none"> Negative <u>yes / no</u> questions: short answers <u>Use to / used to</u>: form and use, common errors <u>Be used to</u> and <u>get used to</u> Repeated actions in the past: <u>would</u> + base form, common errors
7 Driving Around page 73	<ul style="list-style-type: none"> Discuss reasons for getting a new car Describe an accident Rent a car Discuss good and bad driving 	<ul style="list-style-type: none"> Kinds of cars and small trucks Dangerous driving habits Major car systems and parts Traffic accidents Separable phrasal verbs Driving behavior 	<ul style="list-style-type: none"> Unfinished or continuing actions: the present perfect continuous The past continuous GRAMMAR EXPANDER <ul style="list-style-type: none"> Present perfect continuous: questions Spelling rules for the present participle: review The past continuous: expansion Nouns and pronouns: review
8 Doing the Right Thing page 85	<ul style="list-style-type: none"> Return someone's property Discuss ethical choices Describe good and bad character traits Talk about honesty 	<ul style="list-style-type: none"> Talking about property Adjectives for describing good and bad character 	<ul style="list-style-type: none"> <u>Whose</u> and <u>which</u> / Possessive pronouns The unreal conditional GRAMMAR EXPANDER <ul style="list-style-type: none"> Possessive nouns: review and expansion Pronouns: summary Expressing ethics and obligation: expansion <ul style="list-style-type: none"> <u>should, ought to, had better</u> <u>have to, must, be supposed to</u>
9 Enjoying the Arts page 97	<ul style="list-style-type: none"> Comment on a piece of art Ask about and describe objects Describe what makes an artist appealing Recommend a place to enjoy the arts 	<ul style="list-style-type: none"> Forms of visual arts Styles of art Materials and handcrafted objects Passive participial phrases 	<ul style="list-style-type: none"> The passive voice: present and past The passive voice: questions GRAMMAR EXPANDER <ul style="list-style-type: none"> Transitive and intransitive verbs The passive voice: other tenses <u>Yes / no</u> questions in the passive voice: other tenses
10 Technology page 109	<ul style="list-style-type: none"> Troubleshoot problems with devices Compare software and services Describe your Internet use Discuss the downsides of the Internet 	<ul style="list-style-type: none"> Frustrations with a device Solutions to problems with devices Computer systems, software, and services 	<ul style="list-style-type: none"> The infinitive of purpose Comparisons with <u>as . . . as</u> GRAMMAR EXPANDER <ul style="list-style-type: none"> Expressing purpose with <u>in order to</u> and <u>for</u> Comparatives and superlatives: review Comparison with adverbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<ul style="list-style-type: none"> Offer food at the table with "Please help yourself" Politely decline an offer of food with "Thanks, but I'll pass on ..." Reassure someone who has apologized with "No worries", "It's OK", etc. Say "No way!" to express surprise about someone's point of view 	Listening Skills <ul style="list-style-type: none"> Listen for details Listen to confirm content Pronunciation <ul style="list-style-type: none"> Sound reduction: <u>use to / used to</u> 	Texts <ul style="list-style-type: none"> Classes of foods survey An illustrated conversation An article about diet choices A questionnaire about diet choices Skills / Strategies <ul style="list-style-type: none"> Understand from context 	Task <ul style="list-style-type: none"> Write about food in your country WRITING HANDBOOK <ul style="list-style-type: none"> Connecting Ideas: subordinating conjunctions SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Communication: Ask for clarification or repetition when you're not sure you understand
<ul style="list-style-type: none"> Express emphatic concern with "No way!" Express frustration with "I've had it," "That settles it," or "Enough is enough." Introduce new information with "You know, ..." Show concern with expressions like "I'm so sorry," when someone has bad news Ask "Are you OK?" of someone who has been in an accident Express relief with expressions like: "Thank goodness!", "What a relief!", etc. 	Listening Skills <ul style="list-style-type: none"> Listen for details Pronunciation <ul style="list-style-type: none"> Stress in phrasal verbs 	Texts <ul style="list-style-type: none"> Dangerous driving habits survey An illustrated conversation Customer profile cards A father's letter to his teenaged daughter about safe driving A survey about aggressive drivers Skills / Strategies <ul style="list-style-type: none"> Identify supporting details 	Task <ul style="list-style-type: none"> Write a letter or email, giving advice to a new driver. WRITING HANDBOOK <ul style="list-style-type: none"> Connecting words and sentences: <u>and</u>, <u>in addition</u>, <u>furthermore</u>, and <u>therefore</u>. SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Critical thinking: Expand on someone's argument to show support
<ul style="list-style-type: none"> Respectfully get the attention of an adult you don't know with "Sir" or "Ma'am" Express personal gratitude with "That's so nice of you" Acknowledge someone's gratitude with expressions like "Don't mention it" Say "Uh-oh," to indicate there's a problem Offer to collaborate to solve a problem with "Let me have a look" 	Listening Skills <ul style="list-style-type: none"> Listen to infer Listen for main idea Listen for details Pronunciation <ul style="list-style-type: none"> Blending in questions with <u>would you</u> 	Texts <ul style="list-style-type: none"> Ethics self-test An illustrated conversation Quotations by famous people A research study on honesty Skills / Strategies <ul style="list-style-type: none"> Summarize Draw conclusions Make personal connections 	Task <ul style="list-style-type: none"> Write two paragraphs expressing your views about honesty WRITING HANDBOOK <ul style="list-style-type: none"> Introducing conflicting ideas SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Self-management: Take time to think before responding
<ul style="list-style-type: none"> Use "Not really" to soften a negative response to a negative <u>yes / no</u> question Say "Let's see" to indicate you're going to look for requested information Say "Check this out," to call someone's attention to surprising information Say "Oh" to indicate that you now understand Politely ask for permission with "Can I ...?" Introduce an offer to help with "Let me ..." 	Listening Skills <ul style="list-style-type: none"> Listen to classify Listen to draw conclusions Pronunciation <ul style="list-style-type: none"> Emphatic stress 	Texts <ul style="list-style-type: none"> Styles of art survey An illustrated conversation A gallery catalogue A questionnaire about artists An article about the roles of museums Skills / Strategies <ul style="list-style-type: none"> Understand information from a graph Understand from context Identify supporting details 	Task <ul style="list-style-type: none"> Write about three artists WRITING HANDBOOK <ul style="list-style-type: none"> Providing supporting details SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Active listening: Summarize another person's statements and ideas
<ul style="list-style-type: none"> Ask if someone is available to talk with "Got a minute?" Ask for a description of the issue with "What's wrong?" Make a suggestion with "Have you tried ...?" Suggest a course of action with "Suppose we ..." 	Listening Skills <ul style="list-style-type: none"> Listen to confirm content Listen for supporting details Pronunciation <ul style="list-style-type: none"> Stress in <u>as ... as</u> phrases 	Texts <ul style="list-style-type: none"> A survey about frustrations with devices An illustrated conversation A questionnaire about Internet use An article about the downsides of the Internet Skills / Strategies <ul style="list-style-type: none"> Understand main idea Understand from context 	Task <ul style="list-style-type: none"> Write two or three paragraphs about the upsides and downsides of using the Internet WRITING HANDBOOK <ul style="list-style-type: none"> Organizing ideas SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Teamwork: Give constructive feedback

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For the Teacher

Connectivity makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.

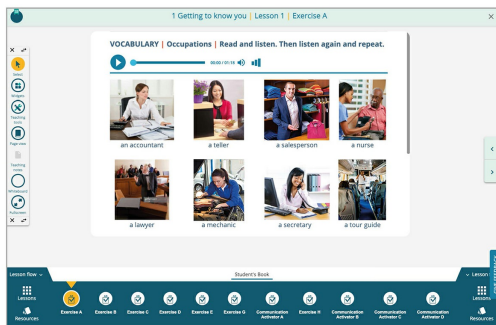
Presentation Tool

A digital tool for presenting the content of the Student's Book (and optional Workbook) in class, accessible through the Pearson English Portal.

Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including *Keep Talking*, the Grammar Coach, the Pronunciation Coach, and the hilarious *Connect TV* sitcom.

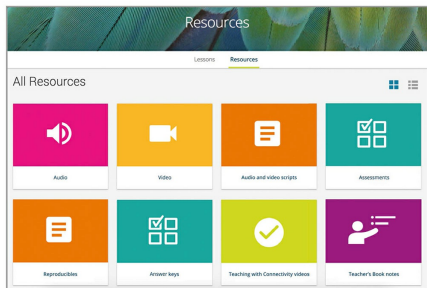
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Teacher's Book and Lesson Planner

Detailed interleaved lesson plans, language and culture notes, optional activities, and more. Available in print and as a pdf in the Teacher's Resources on the Portal.

- Ideas for extension activities, differentiated instruction, teaching tips, alternative ways to do activities, advice on dealing with tricky language items, and notes on how to remediate and motivate students.
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Teacher's Resources

Comprehensive, easy-to-access resources for planning, teaching, and professional development.

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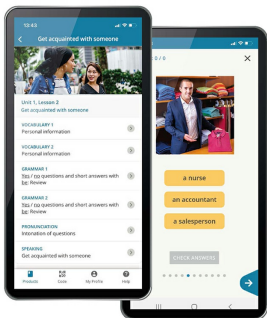
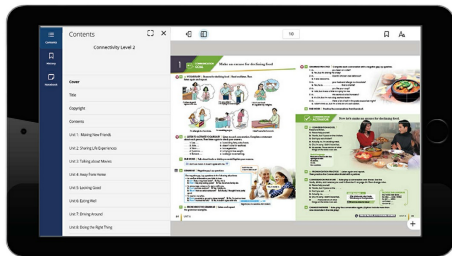
For the Student

A code gives students access to the digital components: the Student's Interactive eBook, Online Practice, and a student's app. A separate print Workbook is also available.

Student's Interactive eBook

Student's Book in digital format.

The eBook enables students to access their Student's Book materials on their computer and mobile devices, wherever and whenever they want. The digital format enhances student engagement with interactive activities, and audio and video at the point of use.



Student's App

Digital practice that empowers students to take charge of their learning outside of class, online and offline.

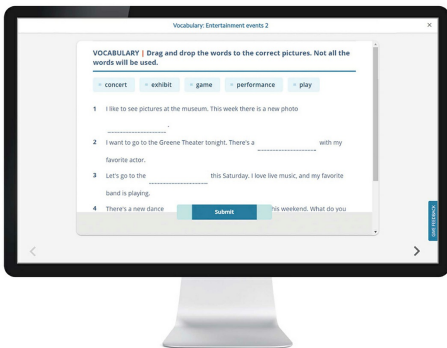
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

Online Practice

Lesson-by-lesson exercises to accompany the Student's Book with an abundance of interactive practice activities in all skills.

Offers:

- immediate feedback on wrong answers.
- a listen-and-record feature that allows students to compare their pronunciation to a model.
- extra reading and writing practice.
- a gradebook that allows you to monitor progress and plan future practice.



Workbook

Lesson-by-lesson written practice activities to accompany the Student's Book, providing extra practice for vocabulary, grammar, conversation, social language, reading, and writing.





Offers:

- open-ended, personalized activities to increase student engagement.
- full-color design with numerous illustrations and photos.
- additional exercises for Grammar Expander and Writing Handbook.


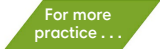
KEY TO ICONS IN THE STUDENT'S BOOK

Digital resources are available on the **Pearson English Portal** (the access code is provided on the inside front cover). Audio and video are also available in the **Student's Interactive eBook** and **Pearson Practice English App**.

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
	Coach videos that extend the content of the Grammar and Pronunciation presentations in each Student's Book unit
 	<i>Keep Talking</i> videos that provide a dramatized model of how students can expand their Conversation Pair Work

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
 FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES	An abundance of digital resources comes with every <i>Connectivity</i> Student's Book: <ul style="list-style-type: none"> Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)
	End-of-unit review and extension material offered in several formats: <ul style="list-style-type: none"> Unit Review: Printable exercises for extra listening comprehension and language practice Connect TV: A hilarious sitcom for language consolidation and fun Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests

Connectivity is a six-level course for adults and young adults who need to use English fluently and confidently in their life and work, and to interact with people from a variety of language backgrounds and cultures.

Ideal for students who lack opportunities to observe or practice English outside of class, *Connectivity* creates a highly enriched blended language learning experience by ensuring:

- repeated exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- dynamic integration, recycling, and activation of new language.
- ongoing confirmation of progress and self-assessment.

With two alternative entry points—*Connectivity Foundations* for true beginners and *Connectivity 1* for false beginners—the course is benchmarked to the Global Scale of English and tightly correlated to the Can-do Statements of the Common European Framework of Reference. All six levels are available in full and split formats.

Each full level of *Connectivity* provides 60–90 hours of instruction and is designed for use in traditional, hybrid, flipped, and blended settings. An unequaled array of printable, digital, and online resources makes it easy to vary and tailor the course to your teaching style, your learners' needs, your available time, or even to extend the hours of instruction to up to 120 hours.

SIGNATURE FEATURES

A Systematic Speaking Pedagogy

Connectivity rigorously develops learners' linguistic, socio-linguistic, and pragmatic competence and fluency. Socially authentic model conversations systematically encourage improvisation and extension, and discussion preparation activities recycle language and build confidence. Soft skills practice—woven throughout—prepares learners for employability in English. Mediation activities ensure students can use English to interact with people from diverse language and culture groups and are able to react to, summarize, and paraphrase spoken and written texts in English. Additionally, an optional Soft Skills Booster (Levels 1–3) provides applied language practice of selected skills.

Explicit Grammar and Vocabulary

Connectivity takes the guesswork out of form, meaning, and use. Clear charts illustrate grammar and usage in context and *Notice the Grammar* activities increase learners' grammar awareness. *Pronounce the Grammar* activities promote spoken mastery. Clear captioned picture-dictionary-style vocabulary illustrations with accompanying audio ensure understanding and accurate pronunciation of new words. Interactive digital vocabulary flash cards provide continual practice and recycling for memorability.

Individualized Teaching and Learning

Respecting teachers' individual styles and preferences, as well as their limited time to prepare material, *Connectivity* offers over a thousand extra ready-to-use printable extension activities so that teachers never have to search for or create supplements. A wide choice of extra speaking activities, unit reviews, supplementary pronunciation activities, inductive grammar charts, unit study guides, writing process worksheets, video worksheets, flash cards, extra grammar exercises, test-taking skill builders, and more are available for every unit.

A Multi-faceted Audio and Video Program

Connectivity includes a wealth of audio and video features for the modeling of authentic speech, conversation pair work activation, listening comprehension practice, pronunciation practice, and fun. So that students will be prepared to understand English as an international language, the audio includes a variety of native and non-native accents. *Connectivity's* listening comprehension syllabus builds key skills and strategies to improve listening proficiency. *Practi-chants (Foundations)* develop fluency and confidence with the support of a fun and engaging beat. A video Pronunciation Coach and a Grammar Coach provide additional guidance. *The Keep Talking* video increases oral production and fluency. Finally, *Connect TV*, a hilarious situation comedy, keeps students laughing and learning.

We hope that *Connectivity* maximizes your enjoyment and success!
We wrote it for you.

Joan Saslow and Allen Ascher

Topic Warm-Up

A PERSONALITY | Take the self-test.

Are you an **extrovert** or an **introvert**?

Instructions: For each pair of personality traits, check one that sounds like you. At the end, give yourself one point for each checkmark. Then decide if you're an extrovert or an introvert.

Extroverts tend to ...

1 enjoy being in a group, interacting with others.



2 be active and seek excitement.



3 be interested in events.



4 talk without thinking and express their opinions openly.



5 be easy to understand.



6 know many people a little.



Introverts tend to ...

1 enjoy being alone and avoid interacting unnecessarily.



2 be quiet and seek peace.



3 be interested in feelings.



4 think without talking and keep their ideas to themselves.



5 be hard to understand.



6 know only a few people, but well.



TOTAL POINTS

TOTAL POINTS

RESULTS

☐ I'm an extrovert.

☐ I'm an introvert.


☐ I'm a little of both!

B VOCABULARY | Personality | Listen and repeat.

C PAIR WORK | Compare your results. Provide examples from your life. Do you agree with the results?

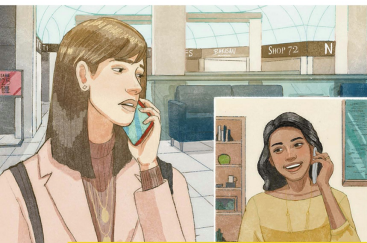
I got six points for "extrovert." I hate staying home and doing nothing!

Language Warm-Up

- ★ A  **ZOOM-IN** | Read and listen to a conversation between two friends. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS

Amanda = American English (standard)
Lily = American English (standard)



Amanda: Hello?

Lily: Hi, Amanda, it's me. Hey, I know it's pretty short notice, but Ed and I have just asked a few people over tonight, and we'd love to include you. Are you and Peter up for that?

Amanda: Thanks for thinking of us, Lily, but probably some other time. I just don't feel like going out tonight.

Lily: Sure. No worries. . . . Hey, you sound a little down. Is something wrong?

Amanda: Nothing serious. I'm just feeling a little blue these last couple of days.

Lily: Did something happen? Are you and Peter not getting along?

Amanda: Oh, we're fine. I thank my lucky stars for that man every day. I don't know what I'd do without him.

Lily: So what's up? Is it your job?

Amanda: Yeah. I guess. Or, actually, it's my boss. He's so critical. My work's never good enough for him. I don't want to quit my job, but I just can't stand the guy, and I don't see any alternative.

Lily: That sounds awful. Hey, how about getting together to brainstorm a solution? Two heads are better than one.

Amanda: Are you sure?

Lily: Definitely. If you don't mind waiting 'til tomorrow, I'd love to put our heads together to figure this one out.

- ★ B **UNDERSTAND FROM CONTEXT** | Complete each statement.

- When Lily says "it's pretty short notice," she means
a I'm not giving you a lot of time to decide b this is a very short phone call
- When Lily asks whether Amanda and Peter are "up for that," she's asking if
a they're in the mood for that b the time is past their bedtime
- When Amanda says she's "feeling a little blue," she means she feels
a cold b unhappy
- When Amanda asks whether Lily and Peter aren't "getting along," she wants to know if they're about things.
a disagreeing b agreeing
- When Lily says, "I thank my lucky stars for that man," she means she is, her husband.
a happy with b angry at
- When Amanda says, "I don't know what I'd do without him," about her husband, she means
a she doesn't really need him b he helps her a lot
- When Lily asks Amanda, "So what's up?" she's asking if
a she's angry at Peter b something is wrong
- When Lily says, "Two heads are better than one," she means
a it's too bad Amanda doesn't have two bosses b it's easier to solve a problem if two people work on it

SPEAKING PAIR WORK | Discuss the questions.

- Compare Amanda and Lily: Who is more of an extrovert? Explain, using examples from Zoom-In.
- Do you think people are either 100% introvert or 100% extrovert, or are most people a little bit of each? Talk about yourself or provide examples of people you know.



A GRAMMAR | Gerunds and infinitives

Gerunds and infinitives come from verb forms but function as nouns.

Gerund = an **-ing** form of a verb
She enjoys **making** new friends.

Infinitive = **to** + a base form of a verb
He wants **to make** a lot of new friends.

Use a gerund after these verbs and phrases: avoid, discuss, dislike, don't mind, enjoy, feel like, keep, practice, quit, and suggest.

Use an infinitive after these verbs and phrases: agree, choose, decide, expect, hope, learn, need, seem, want, wish, and would like.

Use either a gerund or an infinitive after these other verbs and phrases: begin, can't stand, continue, hate, like, love, prefer, start, and try.

Remember: There are two other **-ing** forms.

She is **working**. (present participle)
Her job is **boring**. (adjective)

GRAMMAR EXPANDER | p. 126

- Spelling rules for **-ing** forms of verbs
- Gerunds and infinitives: function within sentences



B GRAMMAR PRACTICE | Circle the correct word or phrase to complete each sentence.

- 1 She suggested (**to go / going**) to the late show with their new friends.
- 2 Lisa hopes (**to quit / quitting**) her job and study nursing next year.
- 3 If you don't mind (**to meet / meeting**) me at the restaurant, I can be there at 1:00.
- 4 Greg couldn't stand (**to ask / asking**) his boss for a change in his responsibilities, but he did it anyway.
- 5 If they decide (**to invite / inviting**) Millie to the party, I can drive her there.



C GRAMMAR PRACTICE | Complete the article about how to get to know someone new.

HOW TO MAKE A NEW FRIEND A GOOD FRIEND

OK. You've just met someone new, and you real friends with him or her. Let's suppose you're an extrovert. You about yourself. But if you to know this person well, you should too much about yourself. Instead, a little bit like an introvert for a change. Ask questions about his or her interests and what you both have in common. This almost always works because people about themselves. And you should instead of doing all the talking!

However, let's suppose you're an introvert and you too much about yourself: Just tell this person a little bit about your interests and "What about you?" If the person likes movies or concerts, you can to a movie or a concert together. Talking will be easier after that because you can talk about the film or the music. Good luck!

D PRONUNCIATION | Reduction of **to** in infinitives | Read and listen. Notice how an unstressed **to** reduces to /tə/. Then listen again and repeat.

- 1 He decided **to try** to meet some new friends at school.
- 2 We agreed **to meet** at the theater in the mall.
- 3 People hate **to stay** in the same job year after year.
- 4 Introverts usually don't like **to talk** too much about themselves.



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

- A: So tell me about yourself.
B: Sure! What would you like to know?
A: Well, for example, do you have any hobbies?
B: Hobbies? Not really.
A: What about other interests?
B: Well, I like cooking and watching classic movies.
A: Me too! And is there anything you definitely don't enjoy?
B: Let me think . . . Oh, yeah! I really don't like driving.
A: Me neither! What a coincidence!
We have a lot in common.

Social language

Say "What a coincidence!" when you discover shared interests.



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

C **TALKING POINTS** | On the notepad, list your likes and dislikes in gerund form.

Likes	Dislikes
singing	exercising

Likes	Dislikes

D **CONVERSATION PAIR WORK** | Personalize the conversation with your own hobbies or other interests. Then change roles.

- A: So tell me about yourself.
B: Sure! What would you like to know?
A: Well, for example, do you have any hobbies?
B: Hobbies?
A: What about other interests?
B: Well, I like
A: And is there anything you definitely don't enjoy?
B: Let me think . . . Oh, yeah! I really don't like
A:

KEEP TALKING! ●●●★

- Ask your partner when he or she does his or her hobby.
- Ask why he or she dislikes certain things.

Watch the video for ideas!

Some hobbies | Listen and repeat.



repairing motorcycles



gardening

playing video games



baking



collecting coins

E **CHANGE PARTNERS** | Personalize the conversation again.

