

# Connectivity

## LEVEL 3



Student's Book and  
Interactive eBook

with Online Practice

Joan Saslow  
Allen Ascher

# Connectivity

LEVEL 3

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow  
Allen Ascher

**Connectivity 3**

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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
<b>1</b> <b>Becoming Culturally Literate</b> page 1	<ul style="list-style-type: none"> <li>Introduce people who may have something in common</li> <li>Make small talk</li> <li>Develop cultural awareness</li> <li>Discuss gender and culture</li> </ul>	<ul style="list-style-type: none"> <li>Manners and etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Modals <u>must</u>, <u>may</u>, and <u>might</u></li> <li>Tag questions: <u>use</u> and <u>form</u></li> <li><b>GRAMMAR EXPANDER</b></li> <li>Expressing possibility with <u>maybe</u></li> <li>Drawing conclusions with <u>probably</u> and <u>most likely</u></li> <li>Modals: common errors</li> <li><u>Can</u> and <u>be able to</u>: present and past</li> <li><u>Be able to</u>: present perfect</li> <li>Tag questions: short answers (expansion)</li> </ul>
<b>2</b> <b>Getting Help</b> page 13	<ul style="list-style-type: none"> <li>Ask for and offer to do favors</li> <li>Arrange to get something done</li> <li>Recommend service providers</li> <li>Persuade someone to use your services</li> </ul>	<ul style="list-style-type: none"> <li>Services</li> <li>Service businesses</li> </ul>	<ul style="list-style-type: none"> <li>The causatives <u>have</u> and <u>get</u></li> <li>Passive causatives</li> <li><b>GRAMMAR EXPANDER</b></li> <li>The causative <u>make</u> to indicate obligation</li> <li><u>Let</u> to indicate permission</li> <li>The passive causative: <u>by</u> phrases (review)</li> </ul>
<b>3</b> <b>What We Read</b> page 25	<ul style="list-style-type: none"> <li>Recommend a good book</li> <li>Talk about a newspaper or magazine article</li> <li>Describe tastes in leisure reading</li> <li>Discuss formats of educational materials</li> </ul>	<ul style="list-style-type: none"> <li>Genres of books</li> <li>Ways to describe a book</li> <li>Some formats for reading</li> </ul>	<ul style="list-style-type: none"> <li>Noun clauses that function as direct objects</li> <li>Noun clauses: embedded questions</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Verbs followed by noun clauses (expansion)</li> <li>Adjective complements</li> <li>Embedded questions with <u>whether</u></li> <li>Embedded questions: usage and common errors</li> <li>Embedded questions: punctuation</li> </ul>
<b>4</b> <b>Taking Care of Yourself</b> page 37	<ul style="list-style-type: none"> <li>Explain why you can't come to work or class</li> <li>Express wishes and regrets</li> <li>Recommend treatments and medications</li> <li>Compare approaches to health care</li> </ul>	<ul style="list-style-type: none"> <li>Medical procedures</li> <li>Symptoms and conditions</li> <li>Types of medications</li> </ul>	<ul style="list-style-type: none"> <li>The past perfect</li> <li><u>Wish</u> to express regrets and desires</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Verb usage: present and past (overview)</li> <li><u>Wish</u> versus <u>hope</u></li> </ul>
<b>5</b> <b>Coping with Disasters and Emergencies</b> page 49	<ul style="list-style-type: none"> <li>Warn of a dangerous situation</li> <li>Start a conversation about a disaster in the news</li> <li>Discuss epidemics</li> <li>Prepare for an emergency</li> </ul>	<ul style="list-style-type: none"> <li>Emergency supplies</li> <li>Disasters</li> <li>Natural disasters</li> <li>Emergency readiness and supplies</li> </ul>	<ul style="list-style-type: none"> <li>Indirect speech: imperatives</li> <li>Indirect speech: <u>say</u> and <u>tell</u>—tense changes</li> <li><b>GRAMMAR EXPANDER</b></li> <li>Direct speech: punctuation rules</li> <li>Indirect speech: optional tense changes</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<ul style="list-style-type: none"> <li>Express enthusiasm for a happy discovery</li> <li>Express pleasure to discover a connection with "What a coincidence!"</li> <li>Acknowledge a minor error</li> <li>Politely introduce a correction to someone's assumption with "Actually, ..."</li> <li>Ask about proper address</li> <li>Talk about the weather to begin a conversation with someone you don't know</li> <li>Use question tags to encourage someone to make small talk</li> <li>Answer a "Do you mind ...?" question with "Absolutely not" to indicate agreement</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Rising intonation of tag questions</li> <li>Falling intonation of tag questions</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A questionnaire about formality</li> <li>An illustrated conversation</li> <li>A questionnaire about your culture</li> <li>Letters asking for advice</li> <li>A graph about paid and unpaid work</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Activate language from a text</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a formal and an informal email message telling someone about your country</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Formal email etiquette</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Creativity: Provide a hypothetical scenario to stimulate imagination</li> </ul>
<ul style="list-style-type: none"> <li>Introduce a request for a favor with "I'm sorry to bother you"</li> <li>Politely turn down a request or favor</li> <li>Express gratitude for an offer to help with "I'd appreciate that"</li> <li>Check if something's possible with "I'm wondering if ..."</li> <li>Politely insist</li> <li>Make a tentative promise with "Let me see what I can do"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen to summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Emphatic stress to express enthusiasm</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A questionnaire about solving problems</li> <li>An illustrated conversation</li> <li>A section of an employee training manual</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Identify main idea</li> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write recommendations for businesses and services</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Supporting an opinion with personal examples</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Communication: Use verbal cues to focus attention</li> </ul>
<ul style="list-style-type: none"> <li>Express strong surprise by beginning a question with "You mean ...?"</li> <li>Introduce statements of common belief</li> <li>Say "I actually don't know" to admit that perhaps you should</li> <li>Use <u>actually</u> to express a surprising fact</li> <li>Say "Duh" to admit you should have thought of something earlier</li> <li>Acknowledge someone's good idea with "Why didn't I think of that?"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to take notes</li> <li>Paraphrase</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Sentence stress in short answers with <u>so</u> and <u>not</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A self-test</li> <li>An illustrated conversation</li> <li>A questionnaire about reading tastes</li> <li>An article about the formats of educational materials</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand main idea</li> <li>Understand details</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a review of something you've read</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Summarizing</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Active listening: Encourage others to elaborate</li> </ul>
<ul style="list-style-type: none"> <li>Agree to do what someone suggests with "Will do"</li> <li>State your willingness to help with "Don't hesitate to ask"</li> <li>Express remorse for an error with "I could kick myself"</li> <li>Reassure someone who regrets a mistake</li> <li>Encourage someone to look on the bright side with "It's not the end of the world"</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>Intonation of lists</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A questionnaire about medical procedures</li> <li>An illustrated conversation</li> <li>An article about alternative options for health care</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Find supporting details</li> <li>Apply real-world knowledge</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a comparison of two approaches to health care</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Comparisons and contrasts</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Teamwork: Be supportive while politely offering alternatives</li> </ul>
<ul style="list-style-type: none"> <li>Introduce shocking information with "You won't believe ..."</li> <li>Ask someone to wait</li> <li>Express shock with "Oh, wow!"</li> <li>Express disbelief with "No way!"</li> <li>Begin a conversation about something</li> <li>Express extreme dismay with "What a horror!"</li> <li>Ask for confirmation of someone's shocking information with "You're kidding"</li> <li>Ask to see something with "Let me have a look"</li> <li>Say "Here you go" to indicate you're handing something to someone</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen for details</li> <li>Listen for main ideas</li> <li>Listen for instructions</li> <li>Paraphrase</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Direct and indirect speech: rhythm</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>An emergency checklist</li> <li>An illustrated conversation</li> <li>An article about deadly outbreaks</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Confirm facts</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about how to prepare for an emergency</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Organizing detail statements by order of importance</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Decision-making: Politely ask others to explain their reasoning</li> </ul>

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>6</b> <b>Plans and Choices</b> page 61	<ul style="list-style-type: none"> <li>Express resolutions for creating a better life</li> <li>Examine past actions</li> <li>Discuss factors that promote success</li> <li>Prepare for a job interview</li> </ul>	<ul style="list-style-type: none"> <li>Making resolutions</li> <li>Employment qualifications</li> </ul>	<ul style="list-style-type: none"> <li>The future as seen from the past: <u>was</u> / <u>were going to</u> and <u>would</u></li> <li>Perfect modals</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Expressing the future (review)</li> <li>The future with <u>will</u> and <u>be going to</u> (review)</li> <li>Regrets about the past: <u>should have</u>, <u>ought to have</u>, and <u>wish</u> + the past perfect</li> </ul>
<b>7</b> <b>Holidays and Traditions</b> page 73	<ul style="list-style-type: none"> <li>Exchange holiday greetings</li> <li>Ask about local traditions</li> <li>Compare holidays</li> <li>Describe wedding customs</li> </ul>	<ul style="list-style-type: none"> <li>Types of holidays</li> <li>Ways to celebrate or commemorate a holiday</li> <li>Describing the purpose of an event</li> </ul>	<ul style="list-style-type: none"> <li>Adjective clauses with relative pronouns <u>who</u> and <u>that</u></li> <li>Adjective clauses: subject and object relative pronouns</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Adjective clauses: common errors</li> <li>Reflexive pronouns</li> <li>By + reflexive pronouns</li> <li>Reciprocal pronouns: <u>each other</u> and <u>one another</u></li> <li>Adjective clauses: <u>whom</u> in formal English</li> </ul>
<b>8</b> <b>Innovations</b> page 85	<ul style="list-style-type: none"> <li>Describe new kinds of products</li> <li>Imagine a different past outcome</li> <li>Describe inventors and their inventions</li> <li>Consider the impact of historical inventions</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives for describing products, processes, or ideas</li> <li>Archaeology</li> </ul>	<ul style="list-style-type: none"> <li>The unreal conditional (review and expansion)</li> <li>The past unreal conditional</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Real and unreal conditionals (review)</li> <li><u>Unless</u> in conditional sentences</li> <li>The unreal conditional: variety of forms</li> </ul>
<b>9</b> <b>Discussing Global and Local Issues</b> page 97	<ul style="list-style-type: none"> <li>Agree and disagree politely</li> <li>Ask about political views</li> <li>Debate different sides of an issue</li> <li>Discuss solutions to global and local problems</li> </ul>	<ul style="list-style-type: none"> <li>Controversial issues</li> <li>Stating a position on an issue</li> <li>Political points of view</li> <li>Political and governmental systems</li> </ul>	<ul style="list-style-type: none"> <li>Verbs followed by an object + an infinitive</li> <li>Non-count nouns that represent abstract ideas</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Infinitives and gerunds (review)</li> <li>Infinitives: passive forms</li> <li>Count and non-count nouns (review and expansion)</li> </ul>
<b>10</b> <b>The Natural World</b> page 109	<ul style="list-style-type: none"> <li>Ask about a location on a map</li> <li>Warn about possible dangers in the outdoors</li> <li>Recommend a destination of natural beauty</li> <li>Describe a country's geography</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives for warnings</li> <li>Compass directions</li> <li>Dangers in the outdoors</li> <li>Geographical features</li> </ul>	<ul style="list-style-type: none"> <li>Some geographical features</li> <li>Warnings with <u>had better</u></li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Prepositions of place (expansion)</li> <li>Proper nouns: capitalization</li> <li>Proper nouns: use of <u>the</u></li> <li>Suggestions and advice with <u>could</u>, <u>should</u>, <u>ought to</u>, and <u>had better</u></li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS BOOSTER
<ul style="list-style-type: none"> <li>Start a new topic of conversation asking a question with "So, ...?"</li> <li>Encourage someone's effort with "I wish you luck"</li> <li>Express empathy that someone didn't reach a goal with "I'm sorry"</li> <li>Encourage someone to persevere</li> <li>Introduce a statement of regret with "I should have ..."</li> <li>Suggest someone isn't to blame with "You couldn't have known that"</li> <li>Say "Maybe so" to gently acknowledge someone's regret about an action</li> <li>Agree to consider a suggestion with "I'll give that some thought"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen to infer</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Reduction of <u>have</u> in perfect modals</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A job aptitude test</li> <li>An illustrated conversation</li> <li>An article about factors that promote success</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Activate language from a text</li> <li>Summarize</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a profile of yourself</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Dividing an essay into topics</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Enthusiasm: Validate others' contributions</li> </ul>
<ul style="list-style-type: none"> <li>Exchange holiday greetings</li> <li>Say "I wonder if I could ask you ..." to introduce a question that might be sensitive</li> <li>Respond warmly to a request with "Of course"</li> <li>Acknowledge the value of information with "That's really helpful"</li> <li>Reassure someone that it's OK not to know about local customs</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main idea</li> <li>Listen to compare and contrast</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Thought groups</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A self-test about holidays</li> <li>An illustrated conversation</li> <li>An article about wedding customs</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Relate to personal experience</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Describe two holidays that are celebrated in your country</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Descriptive details</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Leadership: Suggest a new perspective for consideration</li> </ul>
<ul style="list-style-type: none"> <li>Change an opinion after giving it more thought with "Now that I think about it, ..."</li> <li>Admit you're having a change of heart about a decision with "I guess not"</li> <li>Introduce a new possibility or idea with "So what about this?"</li> <li>Introduce an interesting fact with a question beginning with "You know what ...?"</li> <li>Introduce a probable cause with "Apparently, ..."</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for main idea</li> <li>Listen for details</li> <li>Summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Contractions with <u>d</u> in spoken English</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A survey about new inventions</li> <li>An illustrated conversation</li> <li>An article about a famous inventor</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Find supporting details</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about the advantages, disadvantages, and historical impact of an invention or discovery</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Summary statements</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Collaboration: Express strong agreement with others' opinions</li> </ul>
<ul style="list-style-type: none"> <li>Buy time to construct an answer to a personal question with "Me?"</li> <li>Reveal a personal view with "To be honest, ..."</li> <li>Softens a statement of strong opinion with "I have to disagree" or "I'm not sure I agree"</li> <li>Softens a statement of disagreement with "Do you think so?"</li> <li>Begin a statement of strong opinion with "In my view, ..."</li> <li>Respond willingly to "Would you mind?" or "I hope you don't mind" with "Not at all"</li> <li>Softens a refusal with "Actually, as a general rule, ..."</li> <li>Say "I hope you don't mind" when refusing to answer a question</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Understand point of view</li> <li>Listen to summarize</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Emphatic stress</li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A survey about controversial issues</li> <li>An illustrated conversation</li> <li>A quiz about political literacy</li> <li>On-the-street interviews</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Paraphrase</li> <li>Critical thinking</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write about the pros and cons of a suggested solution to a global or local problem</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Contrasting ideas</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Problem-solving: Confirm the value of someone's idea</li> </ul>
<ul style="list-style-type: none"> <li>Recommend enthusiastically</li> <li>Express disappointment</li> <li>End a request informally with "OK?"</li> <li>Begin a conversation with someone you don't know with "Excuse me"</li> <li>Express shock with "Are you serious?"</li> <li>Show appreciation for a warning with "Thanks for the heads-up!"</li> </ul>	<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to classify</li> </ul> <b>Pronunciation</b> <ul style="list-style-type: none"> <li>Voiced and voiceless <u>th</u></li> </ul>	<b>Texts</b> <ul style="list-style-type: none"> <li>A self-test about warnings</li> <li>An illustrated conversation</li> <li>An article about different environments</li> </ul> <b>Skills / Strategies</b> <ul style="list-style-type: none"> <li>Classify</li> <li>Understand details</li> <li>Understand from context</li> </ul>	<b>Task</b> <ul style="list-style-type: none"> <li>Write a description of your country</li> </ul> <b>WRITING HANDBOOK</b> <ul style="list-style-type: none"> <li>Organizing by spatial relations</li> </ul> <b>SOFT SKILLS BOOSTER</b> <ul style="list-style-type: none"> <li>Communication: Lend support by sharing what you have in common</li> </ul>



## For the Teacher

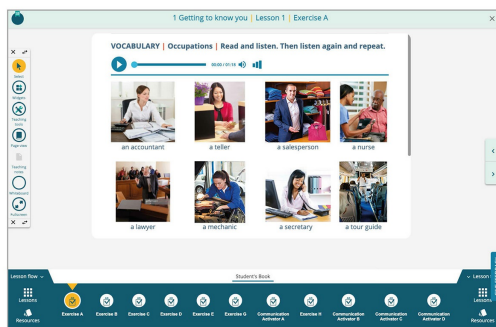
*Connectivity* makes lesson preparation easier with a wide array of time-saving tools for presentation and planning all in one place.

### 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.

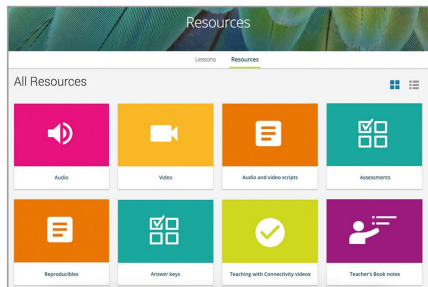


The Presentation Tool is also available to download, enabling you to teach offline.

### 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.
- Annotated answers on the facing Student's Book pages.



### Teacher's Resources

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

Includes:

- a wide choice of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity*'s course pedagogy and presents best practices for teaching a communicative course.
- *Teaching with Connectivity* videos, for overview, planning, and teacher support.
- answer keys and audio/video scripts.
- Global Scale of English mapping booklets, for efficient planning.
- ready-made achievement tests, with a test generator.

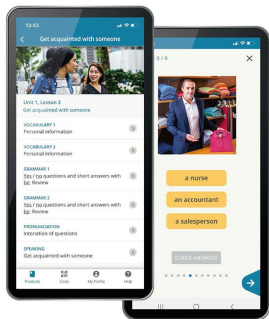
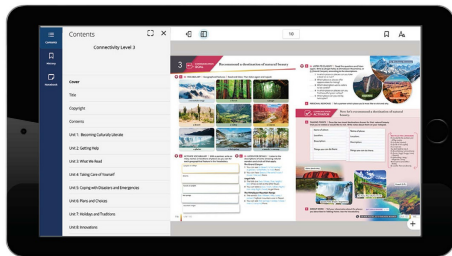
## For the Student

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.

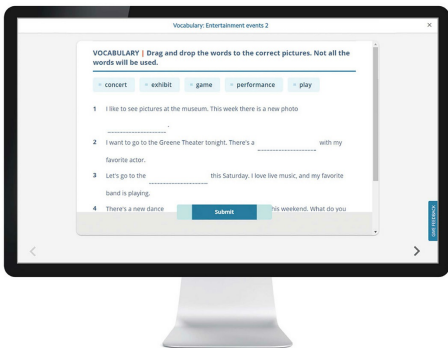
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

### 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.




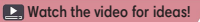
Offers:

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


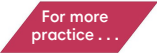
## KEY TO ICONS IN THE STUDENT'S BOOK

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

**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

# Becoming Culturally Literate

UNIT

1

## Warm-Up

Are these people doing anything wrong? If so, what?

In my opinion, dogs shouldn't be allowed indoors and especially not in people's beds! Dogs can be very dirty.



UNIT 1  
COMMUNICATION  
GOALS

### Lesson 1

Introduce people who may have something in common

### Lesson 2

Make small talk

### Lesson 3

Develop cultural awareness

### Lesson 4

Discuss gender and culture

## Topic Warm-Up

★ A MEETING AND GREETING | Complete the questionnaire.

### How formal are you?

What would you like to be called in these situations?

#### At school

I'd like to be called by my ...	Always	Sometimes	Never
title and family name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nickname.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



#### At social events

I'd like to be called by my ...	Always	Sometimes	Never
title and family name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nickname.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



#### At work

I'd like to be called by my ...	Always	Sometimes	Never
title and family name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nickname.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



#### When I travel

I'd like to be called by my ...	Always	Sometimes	Never
title and family name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
first name.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nickname.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>




B PAIR WORK | Compare responses. If you checked "Sometimes," explain what those situations are. Explain why you prefer one form of address over another.

I'd like to be called by my title and family name at work when I'm introduced on the first day.

Me too. But after that, I'd prefer to be called by my first name. I like an informal work situation.



## Language Warm-Up

- ★ **A**  **ZOOM-IN** | Read and listen to a conversation in the Miami office of an international company. Notice the featured words and phrases.

### UNDERSTAND A VARIETY OF ACCENTS

**Leslie** = American English (regional)  
**Antonio** = Spanish  
**Minsoo** = American English (standard)



**Leslie:** You must be Antonio, from the Mexico City office! How nice to meet you! I'm Leslie Reed, the sales director.

**Antonio:** Leslie! I was in your video conference last week. So nice to meet you in person.

**Leslie:** Same here! You're planning to be here in Miami for the whole month, aren't you?

**Antonio:** Yes, that's right. But I may take a couple of vacation days here before heading back.

**Antonio:** Minsoo? What are you doing here?

**Minsoo:** Antonio? I can't believe it! I thought you were at Éxito, in Mexico City?

**Antonio:** I was, until about two weeks ago. But I was offered a position at Galaxy. I'm here for orientation and training.

**Minsoo:** Leslie, this is unbelievable. Antonio and I used to work together for Éxito in Los Angeles!

**Leslie:** Small world! . . . Minsoo, would you be nice enough to help Antonio get settled? He'll be in Jack's old office.

**Antonio:** So, I need to get a handle on company culture here. . . . Is everyone on a first-name basis?

**Minsoo:** Absolutely. Except when there are clients present, in which case we tend to be a little more formal—you know, suits and ties, etc. With visitors we usually start with titles and last names, unless they suggest otherwise.

**Antonio:** Good to know.

- B** **UNDERSTAND FROM CONTEXT** | Look at the featured words and phrases in Zoom-In. Then answer the questions with a partner.

- What's the difference between meeting someone in a video conference and meeting someone "in person"?
- Where is Antonio "heading back" to after his short vacation?
- Why does Minsoo say "I can't believe it!" when he sees Antonio?
- Why do you think Leslie says "Small world!" when Minsoo tells her he and Antonio know each other?
- When Antonio says he "needs to get a handle on" company culture, what kind of information does he want Minsoo to give him?
- If you're "on a first-name basis" with people in the office, what do you avoid calling them by?
- If you call people by their title and last name and they "suggest otherwise," what will you probably call them?

### SPEAKING

**PAIR WORK** | Discuss ways to get a handle on local customs and expected behavior in an unfamiliar culture. Provide examples of how to do this.

I would put the name of the country or city into a search engine and look for "cultural do's and don'ts."

