

Connectivity

LEVEL 4



Student's Book and eBook

with Online Practice

Joan Saslow
Allen Ascher

 Pearson

 GSE
Global Scale of English

Connectivity

LEVEL 4

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity: Connecting People through English Level 4

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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.

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**Top Notch* and *Summit* are each recipients of the Association of Educational Publishers' Distinguished Achievement Award, as well as the TAA (Textbook and Academic Authors Association) Textbook Excellence Award.

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LEARNING OBJECTIVES

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>1</p> <p>Describing Ourselves and Others</p> <p>page 2</p>	<ul style="list-style-type: none"> • Talk about your personality and character • Describe how people behave • Discuss how we respond to others' conduct • Talk about nonverbal communication and culture 	<ul style="list-style-type: none"> • Adjectives to describe personality and character traits • Attitudes towards others' conduct 	<ul style="list-style-type: none"> • Gerunds and infinitives: review and expansion • Verbs that require a noun or pronoun before an infinitive <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Infinitives: review, expansion, and common errors • Parallelism with gerunds and infinitives
<p>2</p> <p>Creativity in Our Lives</p> <p>page 12</p>	<ul style="list-style-type: none"> • Talk about how you've been enjoying the arts • Disagree politely about artistic preferences • Describe the personalities of creative people • Discuss ways to increase creative thinking 	<ul style="list-style-type: none"> • Elements of music • Adjectives to describe the arts • Describing creative personalities <p>Word study:</p> <ul style="list-style-type: none"> • Participial adjectives: present and past forms 	<ul style="list-style-type: none"> • The present perfect continuous and the present perfect: review and expansion • Cleft sentences with <u>What</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Finished and unfinished actions: summary • Noun clauses: review and expansion • Noun clauses as adjective and noun complements
<p>3</p> <p>Financial Matters</p> <p>page 24</p>	<ul style="list-style-type: none"> • Express buyer's remorse • Talk about financial goals and plans • Describe good and bad money management • Consider reasons for charitable giving 	<ul style="list-style-type: none"> • Spending styles • Buyer's remorse • Words and phrases associated with charity <p>Word study:</p> <ul style="list-style-type: none"> • Parts of speech 	<ul style="list-style-type: none"> • Expressing regrets about the past • Completed future actions and plans: the future perfect and perfect infinitives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • The past unreal conditional: inverted form • The future continuous • The future perfect continuous
<p>4</p> <p>Clothing and Appearance</p> <p>page 34</p>	<ul style="list-style-type: none"> • Describe clothing details and formality • Talk about the kind of clothes you buy • Examine questionable cosmetic procedures • Discuss appearance and self-esteem 	<ul style="list-style-type: none"> • Adjectives to describe fashion • Describing clothes <p>Word study:</p> <ul style="list-style-type: none"> • Compound words with <u>self-</u> 	<ul style="list-style-type: none"> • Quantifiers: review and expansion <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Quantifiers: <u>a few</u> and <u>few</u>; <u>a little</u> and <u>little</u> • Quantifiers: using <u>of</u> for specific reference • Subject-verb agreement of quantifiers followed by <u>of</u>
<p>5</p> <p>Community</p> <p>page 46</p>	<ul style="list-style-type: none"> • Politely ask someone not to do something • Describe annoying public conduct • Talk about ways to address community problems • Discuss the impact of infrastructure on people's lives 	<ul style="list-style-type: none"> • Inconsiderate behavior • Neighborhood improvements • Types of infrastructure <p>Word study:</p> <ul style="list-style-type: none"> • Adjectives with negative prefixes: <u>un-</u>, <u>in-</u>, <u>im-</u>, <u>dis-</u>, <u>il-</u>, and <u>il-</u> 	<ul style="list-style-type: none"> • Possessive gerunds • Paired conjunctions <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> • Conjunctions with <u>so</u>, <u>too</u>, <u>neither</u>, or <u>not either</u> • <u>So</u>, <u>too</u>, <u>neither</u>, or <u>not either</u>: short responses

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
<ul style="list-style-type: none"> Use "I'd say" to soften an assertive opinion Say "I see you as" to introduce your description of someone Use "I don't see myself that way" to politely contradict another person's description of you Use "tend to" and "seem to" to make generalizations 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to infer Listen to confirm content Listen to infer <p>Pronunciation</p> <ul style="list-style-type: none"> Content words and function words 	<p>Texts</p> <ul style="list-style-type: none"> A quiz about one's outlook Employees' opinions of their boss An article about nonverbal communication <p>Skills / Strategies</p> <ul style="list-style-type: none"> Relate to personal experience Recognize main idea Understand from context 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a short article about nonverbal communication <p>Skill</p> <ul style="list-style-type: none"> Paragraph structure: review <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Communication: Ask for clarification and repetition to avoid misunderstandings
<ul style="list-style-type: none"> Use "To tell the truth" and "I hate to say it, but" to politely introduce a contrary opinion Soften a contradictory opinion with expressions such as "[He's] not my favorite," "[They're] not my cup of tea," etc. 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to confirm content Listen for details Relate to personal experience <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation patterns 	<p>Texts</p> <ul style="list-style-type: none"> A survey of memorable songs and performers Interviews: enjoying the arts An article about creative personalities A survey of how companies can encourage creative thinking <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Identify supporting information Relate to personal experience 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Describe the personal qualities of a creative person <p>Skill</p> <ul style="list-style-type: none"> Parallel structure: words in a series <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Active listening: Ask for examples to show interest
<ul style="list-style-type: none"> Ask "What do you mean?" to invite someone to elaborate Express empathy with "What a shame" "That's a shame" and "Too bad" Express misgivings about a past action with "If only I had" and "I wish I hadn't" Elaborate on an explanation with "The thing is" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Understand from context Listen for details Express and support an opinion <p>Pronunciation</p> <ul style="list-style-type: none"> Sentence rhythm: thought groups 	<p>Texts</p> <ul style="list-style-type: none"> A spending habits self-test Interviews: financial goals An article about personal money management <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Identify supporting details 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a personal statement for a job or university application <p>Skill</p> <ul style="list-style-type: none"> Organizing information by degrees of importance <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Respectfulness: Ask for and provide reasons when discussing opinions
<ul style="list-style-type: none"> Say "I mean" to elaborate on a prior statement or question Use "Actually" to assert a point of view Say "I think that might be" to gently warn that something is inappropriate Acknowledge someone's good advice with "I'm so glad I asked" "Thank goodness I asked" and "It's a good thing I asked" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Linking sounds 	<p>Texts</p> <ul style="list-style-type: none"> An article about the history of ready-to-wear clothes An article about two kinds of facials Advertisements for cosmetic procedures A survey of appearance and self-esteem <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Identify supporting details Express and support an opinion 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write two paragraphs contrasting ideas <p>Skill</p> <ul style="list-style-type: none"> Compare and contrast (review) <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Teamwork: Encourage a positive exchange of opinions
<ul style="list-style-type: none"> Use "Do you mind . . . ?" or "Would you mind if I . . . ?" or "Would it bother you if I . . . ?" to ask permission to do something Soften an objection with expressions such as "I don't mean to inconvenience you" "I hope that's not a problem" "I hope you don't mind" or "I hope that's all right" Politely ask someone not to do something with "Actually, I'd rather you didn't" Say "That's very considerate of you" to thank someone for accommodating you 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to confirm content Listen for point of view Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Unstressed syllables: vowel reduction to /ə/ 	<p>Texts</p> <ul style="list-style-type: none"> A questionnaire about one's neighborhood Interviews: pet peeves about public conduct An article about three public projects <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Scan for information 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a letter of complaint <p>Skill</p> <ul style="list-style-type: none"> Formal letters (review) <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Problem solving: Work together to identify and solve problems

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p>6</p> <p>The World's Creatures</p> <p>page 56</p>	<ul style="list-style-type: none"> Describe the traits of different pets Express opinions about the treatment of animals Compare animal and human behavior Discuss how to protect animals from extinction 	<ul style="list-style-type: none"> Animals Positive and negative traits in pets Animal physical features and social groups 	<ul style="list-style-type: none"> Passive modals and modal-like expressions Passive modals: questions <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Modals and modal-like expressions: summary
<p>7</p> <p>Shopping and Advertising</p> <p>page 68</p>	<ul style="list-style-type: none"> Compare different ways to shop Describe reactions to advertisements Talk about problem shopping behavior Persuade someone to buy a product 	<ul style="list-style-type: none"> Ways to shop Verbs to persuade 	<ul style="list-style-type: none"> Passive forms of gerunds and infinitives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> The passive voice: review and expansion
<p>8</p> <p>Family Trends</p> <p>page 78</p>	<ul style="list-style-type: none"> Describe family trends Talk about parent and teen relationships Compare the generations within a family Discuss multi-generational households 	<ul style="list-style-type: none"> Parent and teen behavior <p>Word study:</p> <ul style="list-style-type: none"> Using suffixes to transform verbs and adjectives into nouns 	<ul style="list-style-type: none"> Repeated comparatives and double comparatives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Making comparisons: review and expansion Other uses of comparatives, superlatives, and comparisons with <i>as ... as</i>
<p>9</p> <p>Getting at the Truth</p> <p>page 90</p>	<ul style="list-style-type: none"> Speculate about what happened Suggest a plausible explanation Discuss why people fall for pranks Evaluate the trustworthiness of information sources 	<ul style="list-style-type: none"> Degrees of certainty <p>Word study:</p> <ul style="list-style-type: none"> Adjectives with the suffix <i>-able</i> 	<ul style="list-style-type: none"> Perfect modals: active and passive voice <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Perfect modals: short responses (active and passive voice)
<p>10</p> <p>The Kind of People We Are</p> <p>page 100</p>	<ul style="list-style-type: none"> Describe enjoyable activities of the past Suggest ways to cope with stress Discuss how to be more active Compare attitudes about taking risks 	<ul style="list-style-type: none"> Personal qualities Ways to cope with stress <p>Word study:</p> <ul style="list-style-type: none"> Adverbs of manner 	<ul style="list-style-type: none"> Describing past repeated or habitual actions Expressing an expectation or mild obligation with <i>be supposed to</i> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> <i>Would</i>: review <i>Be supposed to</i>: expansion Placement of adverbs of manner

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILLS
<ul style="list-style-type: none"> To indicate you're considering a different course of action, say "I hadn't thought of that," "On second thought . . .," or "Now that you mention it, . . ." Use "For one thing" to introduce a first supporting argument Say "Good point" to recognize the value of another person's argument Use "Right?" to ask someone to confirm the correctness of your statement 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for supporting details Understand from context <p>Pronunciation</p> <ul style="list-style-type: none"> Sound reduction 	<p>Texts</p> <ul style="list-style-type: none"> Interviews: opinions about the treatment of animals An article about the dangers to animal species <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Recognize cause and effect 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a persuasive essay <p>Skill</p> <ul style="list-style-type: none"> Supporting a point of view <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Critical thinking: Provide reasons for positive and negative opinions
<ul style="list-style-type: none"> Express surprise on seeing someone you haven't seen in a while with expressions such as "Long time no see!" "Is that you?" "What a surprise!" etc. 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to apply ideas Listen to infer <p>Pronunciation</p> <ul style="list-style-type: none"> Vowel sounds /i/ and /i/ 	<p>Texts</p> <ul style="list-style-type: none"> An opinion survey about shopping mistakes Interviews: reactions to ads An article about compulsive shopping A self-test about shopping behavior <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Identify supporting details 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a summary of an article <p>Skill</p> <ul style="list-style-type: none"> Summarize and paraphrase information from an article or a report <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Leadership: Invite others to express their agreement with your ideas
<ul style="list-style-type: none"> Preface a hard truth with expressions such as "Well, I hate to say it, but . . ." "I'm sorry to say . . .," etc. Use "Why's that?" to ask someone to elaborate on an opinion 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to confirm content Listen to infer Make personal connections <p>Pronunciation</p> <ul style="list-style-type: none"> Stress placement: prefixes and suffixes 	<p>Texts</p> <ul style="list-style-type: none"> A self-test about parent / teen perspectives An article about a growing family trend An article about multi-generational households in the U.S. <p>Skills / Strategies</p> <ul style="list-style-type: none"> Summarize Understand from context Make personal connections 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a blog post with advice for parents and teens <p>Skill</p> <ul style="list-style-type: none"> Avoiding run-on sentences and comma splices <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Open-mindedness: Paraphrase another person's opinion to confirm your understanding
<ul style="list-style-type: none"> Use "I wonder" to introduce something you're not sure about Say "I suppose" to acknowledge someone's point of view Say "That's true" to acknowledge the correctness of someone's conclusion Respond to someone's speculation with "Could be," "Maybe," "I suppose," "Most likely," "Clearly," or "Definitely" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Understand from context Listen for supporting details Listen to summarize <p>Pronunciation</p> <ul style="list-style-type: none"> Reduction and linking in perfect modals in the passive voice 	<p>Texts</p> <ul style="list-style-type: none"> A self-test of one's degree of gullibility Opinions: possible explanations of mysteries An article about an infamous radio program <p>Skills / Strategies</p> <ul style="list-style-type: none"> Infer information Draw conclusions 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a short imaginary news report <p>Skill</p> <ul style="list-style-type: none"> Avoiding sentence fragments <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Empathy: Show support for others when they express frustration
<ul style="list-style-type: none"> Say "uh-oh" to indicate that you realize you've made a mistake Use "I just realized" to acknowledge a mistake Say "No wonder" to indicate that you've come to understand the reason something happened Introduce an inconvenient truth with "Frankly, . . ." "I hate to tell you this . . ." "The painful fact is . . ." or "To tell you the truth" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for supporting details Understand from context Relate to personal experience <p>Pronunciation</p> <ul style="list-style-type: none"> Vowel sounds /e/, /e/, /æ/, and /a/ 	<p>Texts</p> <ul style="list-style-type: none"> Interviews: school vacations An article about the negative effects of a sedentary lifestyle <p>Skills / Strategies</p> <ul style="list-style-type: none"> Identify supporting details Recognize cause and effect Relate to personal experience 	<p>WRITING HANDBOOK</p> <p>Task</p> <ul style="list-style-type: none"> Write a critique of an article or interview <p>Skill</p> <ul style="list-style-type: none"> Presenting and supporting opinions clearly <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Enthusiasm: Respond emphatically to what others say

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- play all the audio files from the page.
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- 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 variety of downloadable worksheets to enhance and extend each lesson.
- a dedicated *Connectivity* Methods Handbook which highlights *Connectivity*'s course pedagogy and offers 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.
- Soft Skills Mapping Document to build awareness of the essential soft skills students are acquiring as they engage in course activities.
- ready-made Unit, Midterm, and Final achievement tests, with a test generator.

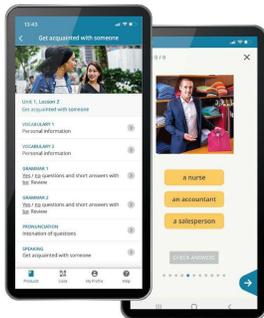
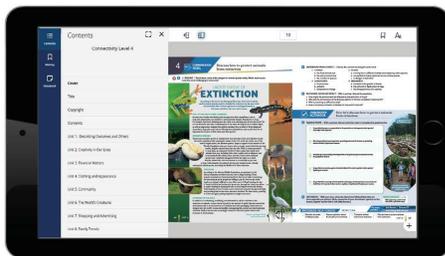
For the Student

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

Student's eBook

The 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.

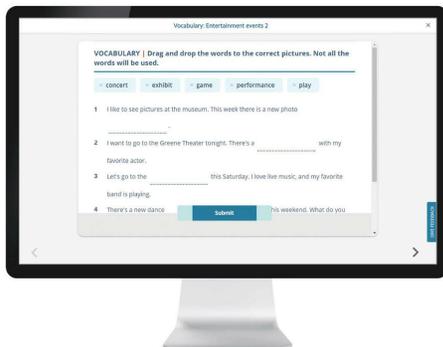
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. The app content is available on the Pearson Practice English App.

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 performance area that helps students keep track of their 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 the 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 eBook](#) and [Pearson Practice English App](#).

CORE MATERIAL

Student's Book icon	What is it?
	Student's Book audio
<p>KEEP TALKING! ●●●</p> <p> Watch the video for ideas!</p>	<i>Keep Talking</i> videos that provide dramatized models of extended conversation, discussion, and role play to accelerate students' communicative competence

SUPPLEMENTAL MATERIAL

Student's Book icon	What is it?
<p> FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES</p>	<p>An abundance of digital resources comes with every <i>Connectivity Student's Book</i>:</p> <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)
<p>For more practice . . .</p>	<p>End-of-unit review and extension material offered in several formats:</p> <ul style="list-style-type: none"> • Unit Review: Printable exercises for extra listening comprehension and language practice • Connect TV: Engaging authentic video for language consolidation and fun • Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests
<p>GRAMMAR EXPANDER</p> <p>PRONUNCIATION LESSONS</p> <p>SOFT SKILLS BOOSTER</p> <p>WRITING HANDBOOK</p>	Optional lessons that align with the content in each unit, covering grammar, pronunciation, writing, and soft skills. These lessons appear at the back of the Student's Book.

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:

- rich exposure to natural authentic spoken and written language models.
- thorough coverage of form, meaning, and use.
- continual 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 unequalled 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 and workplace success 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. An optional Soft Skills Booster (Levels 1–5) provides spoken practice of a selected soft skill for each unit. Level 4 also offers an Extend-It lesson after every two units that consolidates and applies previously learned language through collaboration on a variety of motivating tasks, such as projects and role plays. In Level 5, a Soft Skills Workshop after every two units provides opportunities to put collaboration, teamwork, and presentation into practice.

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. For further guidance, Pronunciation and Grammar Coach videos accompany levels Foundations to 3. The *Keep Talking* video increases oral production and fluency. *Connect TV* (Foundations–Level 3) is a hilarious situation comedy that keeps students laughing and learning. *Connect TV* (Levels 4–5) offers authentic video that has been curated for the student's level.

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

Joan Saslow and Allen Ascher

Describing Ourselves and Others



PREVIEW

A **THE BEHAVIOR OF OTHERS** | Listen to a conversation. What do the two women think of Elaine's behavior? Discuss with a partner.

B **ZOOM-IN** | Read and listen to a married couple discuss the first day at a new job. Notice the **featured** words and phrases.

UNDERSTAND A VARIETY OF ACCENTS

Lucy = American English (regional)
Mark = American English (standard)



Lucy: So, tomorrow's the big day! If I know you, you've already **got butterflies in your stomach**. Do you?

Mark: I guess. I'm always a little nervous about new situations.

Lucy: What's worrying you the most?

Mark: Silly things, like what if the people aren't friendly?

Lucy: But didn't you tell me your new boss walked you around to introduce you to the other managers? You said everyone was so nice.

Mark: They were. But now I'm starting to think this is a big step up. What if I don't do well? You know me. I'm just a **worrywart**.

Lucy: Listen. We've been together a long time. I don't think you're a pessimist deep down. I think you just imagine the worst to protect yourself if things don't work out the way you want. It's just the way you cope with the stress.

Mark: You think so?

Lucy: I do. But remember that you've always been able to **roll with the punches**.

Remember that time when you had that unfair boss? You managed to do well in spite of him.

Mark: I suppose . . .

Lucy: But hey, what are you gonna* do? New jobs are stressful, for everyone. You're being too hard on yourself. Try to **cut yourself some slack**. OK? You always rise to the occasion. That's one of your strengths.

Mark: Thanks, but I wish I were more like you. You just naturally **look on the bright side** of things.

Lucy: Well, they say **opposites attract**. That's why the two of us are a great pair! . . . And take it from me: tomorrow's gonna be **a piece of cake!**



* gonna = common spoken pronunciation of "going to."

C **UNDERSTAND FROM CONTEXT** | With a partner, paraphrase the meaning of these **featured** words or phrases from Zoom-In. Then use each one in your own sentence.

- get butterflies in your stomach **.get nervous**.....
- be a worrywart
- roll with the punches
- cut yourself some slack
- look on the bright side of things
- opposites attract
- a piece of cake

“ I get butterflies in my stomach when I have to get on a plane. ”

D **LOOK IT UP AND SHARE** | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

E **GROUP WORK** | Complete the chart about scary situations and then compare with your classmates.

	other: <i>an exam at school</i> <i>I might not do well.</i> <i>I study and get a good night's sleep!</i>	What's scary about it?	How do I cope or prepare?
a long trip away from home			
a job interview			
a new academic year			
a medical or dental appointment			
other:			



- Lesson 1 Talk about your personality and character
- Lesson 2 Describe how people behave
- Lesson 3 Discuss how we respond to others' conduct
- Lesson 4 Talk about nonverbal communication and culture

F TALKING POINTS Take a quiz about your outlook. Write your points in the circles. Then calculate your score.



1 You submit a story to a magazine for publication. They reject it. You think . . .

- "I guess I sent it to the wrong magazine. Let me send it somewhere else." **1 point**
- "Oh, well. You win some and you lose some. It's not the end of the world." **2 points**
- "Maybe I should just quit writing. I'll never be a success." **3 points**



2 You wake up at 3:00 a.m. with nausea and a stomachache. Your first thought is . . .

- "I think I ate something for dinner that didn't agree with me. I'll just go back to sleep. I'll feel better in the morning." **1 point**
- "It's probably nothing serious. I'll just take some medicine." **2 points**
- "This could be really serious. I'd better go to the emergency room." **3 points**



3 Your boss invites you to lunch at a nice restaurant. You say to yourself . . .

- "I must be getting a promotion or a raise." **1 point**
- "My boss must like to socialize with everyone." **2 points**
- "Uh-oh! Maybe there's something wrong with my work." **3 points**



4 You are at home and someone unexpectedly rings your doorbell. You think . . .

- "Great! It's probably a friend stopping by." **1 point**
- "I wonder who that could be. I'll go and find out." **2 points**
- "I'm not answering that. It could be a salesperson, or even a burglar." **3 points**



5 You see a headline about a local disaster. You . . .

- start thinking about how you can help. **1 point**
- realize that bad things sometimes happen to good people. **2 points**
- feel very unsafe and worry this might happen to you. **3 points**



6 You are introduced to someone new. You . . .

- assume that person is a nice person. **1 point**
- keep an open mind about whether you'll like each other. **2 points**
- assume that person won't like or respect you. **3 points**

CALCULATE YOUR SCORE

points

- 6–9 points** **YOU'RE AN OPTIMIST.** You have a positive outlook and look on the bright side of things.
- 10–14 points** **YOU'RE A REALIST.** You see the world as it is and can roll with the punches.
- 15–18 points** **YOU'RE A PESSIMIST.** You tend to be somewhat of a worrywart and can have a negative outlook.

START TALKING ●●●

GROUP WORK Compare and discuss answers and scores with your classmates. Then calculate the average score for your class. On average, how optimistic, realistic, or pessimistic is your class?

ROLE PLAY Take turns responding to the following pessimistic statements. Use your own words and language from Exercise C in your responses.

"I just had an interview for my dream job, but I'll never get it! I'm not good at interviews."

"I want to get married, but my fiancé[e] and I are so different. I'm afraid we'll never get along."

"I got up with a really bad headache. Maybe it's something really serious."



A VOCABULARY | Adjectives to describe personality and character traits | Read and listen.
Then listen again and repeat.

Leo's goal is to be company president as soon as possible.



He's **ambitious**.

Alex likes to laugh and clown around. Everyone loves to be with her.



She's **fun-loving**.

They're great at working together and they get things done in half the time.



They're **collaborative**.

Violet's aware of other people's needs and helps out when she can.



She's **considerate**.

Craig wins every race, but he doesn't think he's better than anyone else.



He's **modest**.

Kelly rarely acts silly. She always pays attention to what's important.



She's **serious**.

Lisa and Greg love to spend their time chatting with each other.



They're **talkative**.

If you give Josh a job to do, you can count on him to do it well and on time.



He's **trustworthy**.

B ACTIVATE VOCABULARY | Classify the Vocabulary and other adjectives on the Venn diagram, according to your personal opinion. Then discuss with a partner.

Are always positive

Can be either

Are always negative



“ Serious can be either. Seriousness is usually a positive trait, but some serious people can be boring. ”

Other adjectives

polite	independent
impolite	relaxed
punctual	boring
rude	funny
friendly	honest
unfriendly	dishonest
outgoing	reliable
liberal	unreliable
conservative	loyal
radical	disloyal
interesting	fair
intelligent	unfair

C GRAMMAR | Gerunds and infinitives: review and expansion

Remember: Gerunds and infinitives function as subjects, objects, and subject complements.

Subject: **Collaborating with colleagues** helps get jobs done fast, and it's more fun than working alone.

Direct object of a verb: I avoid **making** friends with people who are too talkative. I prefer **to spend** time with quiet people.

Subject complement: Our goal is **to find** a trustworthy travel agent to advise us on travel to Africa.

Some verbs can only be followed by a gerund as the object of the verb. Some verbs can only be followed by an infinitive. Others can be followed by either a gerund or an infinitive.

We **considered inviting** the boss to the party. NOT We considered **to invite** the boss to the party.

They've **decided to reserve** a room for the night. NOT They've decided **reserving** a room for the night.

She **prefers going** alone. She's very independent. OR She **prefers to go** alone. She's very independent.

For lists of verbs followed by gerunds and / or infinitives, see pages 113-114.

For a list of expressions followed by gerunds, see page 113.

For a list of adjectives followed by infinitives, see page 114.

Prepositions can be followed by gerunds, not by infinitives.

I read a book **about developing** a positive outlook.
NOT I read a book about ~~to develop~~ a positive outlook.

Adjectives can be followed by infinitives, not by gerunds.

We're **excited to go** to Gina and Andy's wedding.
NOT We're excited ~~going~~ to Gina and Andy's wedding.

Other uses of infinitives

To state a fact or an opinion with an impersonal it.

It's a good day **to meet** your new colleagues.

To state the purpose of an action.

I got a good night's sleep **to prepare** for my first day on the new job.

To modify an adjective with too or enough. Note: Enough follows an adjective.

They were **too late to make** the meeting, but they were **early enough to participate** on Boom.
NOT . . . they were ~~enough-early to participate~~ on Boom.

GRAMMAR EXPANDER p. 115

- Infinitives: review, expansion, and common errors
- Parallelism with gerunds and infinitives

D **LISTEN TO ACTIVATE GRAMMAR** | Listen to the conversations. Then complete each statement with the gerund or infinitive form of a verb from List 1 and a word from List 2.

- 1 He's apologizing for not to Laura the day before.
- 2 Katherine's worried about Mack about her
- 3 José's staying home this weekend
- 4 She's upset because it's too late to
- 5 Elliot doesn't mind with Theresa.
- 6 Veronica's a little down about change

List 1

paint
have to
tell
be
stay
log on

List 2

the kitchen
responsibilities
home
considerate
accident
the webinar

E **PAIR WORK** | Complete the questions with your own ideas, using gerunds and infinitives. Then answer your partner's questions.

- 1 How is a person too old
- 2 Do you object to
- 3 In your family, does anyone mind
- 4 What don't your friends like

When's a person too old to drive?

That depends on the person.

- 5 Do you think it's a good time
- 6 When are you usually ready



COMMUNICATION ACTIVATOR

Now let's talk about our personality and character.

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

- A: So how would you describe yourself?
 B: Me? Well, I'd say I'm pretty serious. I spend way too much time working.
 A: Serious? I see you as more fun-loving.
 B: You do? I don't think of myself that way. But, in any case, can't a person be both serious and fun-loving?
 A: I suppose. And how would you describe me?
 B: You? I see you as pretty outgoing.
 A: Really? Why do you say that?
 B: Because you tend to be talkative and you seem to like being with people a lot.

Social language

Ways to describe personality and character

I don't think of [you] that way. I'd say [you're]

I tend to I see [her] as

[You seem] to

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

C **IN YOUR OWN WORDS** | Create a similar conversation, using the Vocabulary and other adjectives for personality or character. Start like this: *So how would you describe yourself?* Be sure to change roles. Then change partners. (Option: Use the Unit 1 Energizer Worksheet.)

KEEP TALKING!

- Say more about yourself.
- Provide examples that explain the adjectives you used.
- Say as much as you can.

▶ Watch the video for ideas!



**A GRAMMAR** | Verbs that require a noun or pronoun before an infinitive

Remember: Some verbs can be followed directly by an infinitive. However, in the active voice, some verbs must have a noun or pronoun object before the infinitive.

Passive voice

(They were ordered to leave the building.)
(Drivers were warned not to park.)
(She was told to be on time.)
(I was taught to swim last summer.)

Active voice

→ She **ordered them** to leave the building.
→ The sign **warned drivers** not to park.
→ I **told her** to be on time.
→ Jen **taught me** to swim last summer.

Some verbs, such as would like, want, ask, expect, and need, are used with or without a noun or pronoun object in the active voice, depending on the meaning.

Without an object

I'd like to improve my English.
Matt wants to buy a new house.
She asked to speak to the manager.

With an object

I'd like **my children** to improve their English, too.
Matt wants **his parents** to buy a new house.
She asked **me** to speak to the manager.

These verbs require a noun or pronoun before an infinitive in the active voice.

advise	convince	force	invite	permit	require	trust
allow	encourage	hire	order	persuade	teach	urge
cause	forbid	instruct	pay	remind	tell	warn

For a list of verbs that can be followed directly by an infinitive in the active voice, see page 114.

Negative infinitives

To make an infinitive negative, place **not** before the infinitive: They advised us **not** to come late to the meeting.

Remember: To make a gerund negative, also place **not** before the gerund:

They complained about **not having** enough time.

B UNDERSTAND THE GRAMMAR | On a separate sheet of paper, change each sentence to the active voice.

The rental agency required rental customers to return cars with a full tank of gas.

- Rental customers were required (by the rental agency) to return cars with a full tank of gas.
- Spouses of teachers were invited (by the administration) to attend the graduation.
- People who bought those sandals have been told (by the manufacturer) to return the shoes for a refund.
- Rachel was advised (by the nurse) to get her flu shot early in the season.
- We were encouraged (by the invitation) to arrive at the wedding ceremony before 4:00.

C GRAMMAR PRACTICE | Complete the sentences with your own ideas, using an object and an infinitive.

- The news about the forest fires persuaded to
- Should they remind to
- The gorgeous weather today has convinced to
- Why doesn't she pay to
- The change in the schedule caused to
- The announcement from the health department warned to

D PAIR WORK | Take turns answering the questions, using the cues provided.

- A:** Is Cleo bringing the sandwiches for the office party?
B: No, Cleo them. (expect / us / bring)
- A:** Have you called the manufacturer about the missing parts?
B: No. I to them about it. (ask / my husband / speak)
- A:** Who's going to choose the speakers for the wedding dinner?
B: Actually, I all of them. (would like / the bride and groom / choose)
- A:** Do you want me to send e-mail thank-you notes for the kids' gifts?
B: Maybe not. I think I real handwritten cards themselves. (want / them / write)
- A:** Didn't you want to drive Paul to the sales meeting?
B: Actually, I him because my husband is using the car. (want / Evelyn / drive)

PRONUNCIATION LESSON p. 131

Content words and function words

E **GRAMMAR CLOSE-UP** | Read what four people say about Doris Hays, owner and operator of Trustworthy, a private air taxi company. Notice the **featured** grammar.



DORIS HAYS, CEO
Trustworthy Aviation



Glen Richards, technician

“ I think my lucky stars every day that I’m able to work for Doris. She’s nothing like our former boss. He was a tyrant who ran the office like a dictatorship, **ordering us to work** nights and weekends. I mean, just because he was a miserable workaholic with no home life didn’t mean we had to be workaholics like him. He was a total pain in the neck to us all! ”



Lucille Cornish, bookkeeper

“ Doris is a sweetheart—she’d give you the shirt off her back. She’s a total people person who **reminds us to value** customers because our relationships with them are the key driver of our success. And even though Doris is the boss, she’s a team player. In this company, all staff members **are urged to collaborate to solve** problems. ”



Agatha Smythe, pilot

“ A few years back, during the pandemic, we **weren’t allowed to carry** passengers in our air taxis, and we **were forced to think** of other ways to stay in business. Doris **encouraged every employee to brainstorm** solutions, no matter how impossible the ideas might seem. One of us came up with the idea to create a new role for Trustworthy: personalized air taxi service for packages and other small items. ”



Elliot Cooper, customer relations manager

“ Today, thanks to Doris’s leadership and other qualities, we’ve grown and thrived. Customers **trust us to taxi** their things with the same care we’ve always given customers themselves, and they’ve continued to be loyal to Trustworthy. This has **persuaded me to look** on the bright side, even in dark times, and it has **taught me to value** my boss and colleagues more than ever. ”

F **RELATE TO PERSONAL EXPERIENCE** | Look at the list of words and phrases from Grammar Close-Up that describe styles of behavior. With a partner, talk about people you know who can be described by them. Provide examples of what they do or have done.

a pain in the neck a team player
a people person a tyrant
a sweetheart a workaholic

G **LISTEN TO INFER** | Listen to people describe other people’s behavior. Notice how they use noun and pronoun objects with infinitives. Infer each person’s style, according to the opinions expressed.

- 1 Margaret is: a workaholic a pain in the neck a team player
2 Peter is: a people person a tyrant a sweetheart
3 Tim is: a tyrant a pain in the neck a workaholic

COMMUNICATION ACTIVATOR

Now let’s describe how people behave.

A **TALKING POINTS** | Choose two people you know. Make two statements about each person’s personality, character, and behavior.

Person 1	Person 1	Person 2
1 My colleague Lea is a sweetheart, kind to all. She’s a real team player too.	1	1
	2	2

B **DISCUSSION** | Discuss the people you wrote about in Talking Points. Say as much as you can about them.

KEEP TALKING! ●●●★

- Say more about the person’s life, family, and work.
- Tell your partner something that person did or something that happened to him or her.

▶ Watch the video for ideas!

RECYCLE THIS LANGUAGE

adjectives
ambitious modest
collaborative serious
considerate talkative
fun-loving trustworthy

nouns
an optimist a sweetheart
a pain in the neck a team player
a people person a tyrant
a pessimist a workaholic
a realist a worrywart

**A** **VOCABULARY** | Attitudes towards others' conduct | Read and listen. Then listen again and repeat.

be open-minded accept the opinions and actions of others before deciding whether they are right or wrong

be judgmental have the habit of being automatically critical of the actions and opinions of others

be empathetic be sensitive to and caring about the feelings of others; be able to "put oneself in someone else's shoes"

be indifferent have no opinion about how other people behave

B **ACTIVATE VOCABULARY** | Take turns making comments about the conduct of the people in the pictures. Your partner says whether your comment is open-minded, judgmental, empathetic, or indifferent.**C** **RELATE TO PERSONAL EXPERIENCE** | In a small group, describe what kind of attitude you generally have about other people's conduct. Provide examples.**D** **LISTEN TO CONFIRM CONTENT** | Listen to three people talk about other people's behavior. Write I (true), F (false), or NM (not mentioned).

1



- **a** She wanted Justin to apologize to Taylor.
- **b** She asked the other kids to help Taylor.

2



- **a** Nelson and Shellie have a good marriage.
- **b** Their friend Joe is open-minded.

3



- **a** The children's mother left the wrappers on the ground.
- **b** Lyn thinks children need to learn to be responsible.

E **LISTEN TO INFER** | Listen again and choose the adjective that in your opinion describes each person. Then write a sentence supporting your choice.

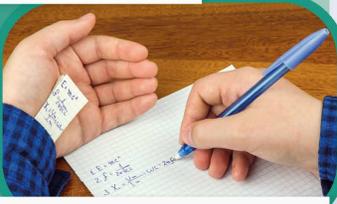
- 1 Emilie is (indifferent / empathetic / open-minded).....
- 2 Nelson is (open-minded / judgmental / indifferent).....
- 3 Lyn is (empathetic / judgmental / indifferent).....

COMMUNICATION ACTIVATOR

Now let's discuss how we respond to others' conduct.

A **TALKING POINTS** | Imagine you witnessed each of the four situations. Write notes about how you think you would react to each one.

Mark was worried he might not be able to pass the exam.



A woman was shoplifting merchandise in a store.



Violet pulled hard on her dog's leash because the dog refused to go for a walk with her.



The basketball team decided to "decorate" the coach's house with toilet paper while he was asleep.



B **DISCUSSION** | In small groups, compare what you think you would (or a person could or should) do in each situation in Talking Points. (Option: Use the Unit 1 Soft Skills Booster, p. 151.)

I'm actually not sure what I would do if I saw someone hurting an animal. I don't think I'd say anything because I'd be afraid this person could be violent. But I'd feel very guilty about not acting.

Cut yourself some slack. I think most people would be afraid to speak up in this situation. Personally, I think I'd try to get a group of people to say something to that person. It's just awful when people are cruel to animals.

RECYCLE THIS LANGUAGE

- see the bright side of things
- roll with the punches
- I suppose . . .
- Piece of cake!
- I'd [convince / persuade / advise / force / encourage] _____ to . . .