

Connectivity

LEVEL 1



**Student's Book and
Interactive eBook**

with Online Practice

**Joan Saslow
Allen Ascher**

Connectivity

LEVEL 1

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow
Allen Ascher

Connectivity 1

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Joan Saslow

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

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

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
1 Getting to Know You page 1	<ul style="list-style-type: none"> Introduce and greet people Get acquainted with someone Discuss the importance of English in your life Discuss some difficulties of learning a language 	<ul style="list-style-type: none"> Occupations Personal information Fields of study for a career or occupation 	<ul style="list-style-type: none"> Information questions with <u>be</u>: Review Contractions <u>Yes / no</u> questions and short answers with <u>be</u>: Review <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Information questions with <u>be</u>: usage and form (review) Possessive nouns and adjectives (review) Verb <u>be</u>: usage and form Short answers with <u>be</u>: common errors Modification with adjectives
2 Events and Places page 13	<ul style="list-style-type: none"> Invite someone to an event Give directions to a place Talk about musical preferences Make plans to see an event 	<ul style="list-style-type: none"> Entertainment events Directions and locations Musical genres 	<ul style="list-style-type: none"> Prepositions of time and place: Review <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Prepositions of time and place: usage rules
3 How We Feel page 25	<ul style="list-style-type: none"> Identify people's abilities Give advice to someone who doesn't feel well Describe feelings Discuss how we develop abilities 	<ul style="list-style-type: none"> Abilities Ailments Adjectives for feelings 	<ul style="list-style-type: none"> <u>Can</u> and <u>can't</u>: for ability and possibility <u>Can</u> and <u>can't</u>: Information questions <u>Should</u> and <u>shouldn't</u> for advice <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> <u>Can</u> + base form for permission <u>Can</u> and <u>should</u>: common errors
4 Talking about People page 37	<ul style="list-style-type: none"> Respond to good or bad news Describe and compare people Describe similarities and differences Discuss trends in family households 	<ul style="list-style-type: none"> More family relationships Marital status and relationships Adjectives to describe people Similarities 	<ul style="list-style-type: none"> The simple present tense: Review Comparative adjectives <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> The simple present tense: usage and form Spelling rules with <u>he</u>, <u>she</u>, and <u>it</u> (review) Comparative adjectives: spelling rules Modifying comparative adjectives with <u>much</u>, <u>a lot</u>, <u>a little</u> (OR <u>a little bit</u>)
5 Eating in Restaurants page 49	<ul style="list-style-type: none"> Order from a menu Discuss ways to prepare food Talk about healthy and unhealthy foods Describe food habits and tastes 	<ul style="list-style-type: none"> Parts of a meal Adjectives for food preparation Categories of food 	<ul style="list-style-type: none"> Count and non-count nouns: Review Definite article <u>the</u> for specific reference <u>Some</u> and <u>any</u>: <u>Anything</u> and <u>nothing</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Making non-count nouns countable (review) Nouns that can be count or non-count Plural nouns: spelling rules Non-count nouns: categories Questions with <u>How much</u> and <u>How many</u> (review)

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
<ul style="list-style-type: none"> Ask personal questions to indicate friendliness Say "Same here" when you have the same opinion Ask "What about you?" to ask for reciprocal information Respond to what others say with interest 	Listening Skills <ul style="list-style-type: none"> Listen for details Pronunciation <ul style="list-style-type: none"> Intonation of questions 	Texts <ul style="list-style-type: none"> A language school website An illustrated conversation A personal information form A survey about English use An article about accents Skills / Strategies <ul style="list-style-type: none"> Confirm content Understand from context 	Task <ul style="list-style-type: none"> Write a short description of a classmate WRITING HANDBOOK <ul style="list-style-type: none"> Capitalization SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Respect: Demonstrate respect for what other people say
<ul style="list-style-type: none"> Use "Let's" to propose a joint plan of action Provide a reason to decline an invitation Express disappointment with "Too bad" Politely get someone's attention with "Excuse me" Repeat a question with rising intonation to confirm understanding Say "Thanks a lot" to acknowledge someone's help Say "Thanks, anyway" to acknowledge an unsuccessful attempt to help 	Listening Skills <ul style="list-style-type: none"> Listen for key information Listen for errors Pronunciation <ul style="list-style-type: none"> Rising intonation to confirm understanding 	Texts <ul style="list-style-type: none"> A survey about entertainment events An illustrated conversation An article about the benefits of music A survey about musical tastes and preferences An entertainment events page Skills / Strategies <ul style="list-style-type: none"> Scan for facts Make personal connections 	Task <ul style="list-style-type: none"> Write about your tastes in entertainment WRITING HANDBOOK <ul style="list-style-type: none"> The sentence SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Enthusiasm: Use verbal cues to show that you're paying attention
<ul style="list-style-type: none"> Say "Sure. What's up?" to respond to a request for help Introduce a request with "Well" Acknowledge a favor with "I owe you one" Say "Feel better!" to someone who is sick 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Listen for key information Pronunciation <ul style="list-style-type: none"> <u>Can / can't</u> 	Texts <ul style="list-style-type: none"> A personal abilities self-test An illustrated conversation An advice website A feelings self-test Skills / Strategies <ul style="list-style-type: none"> Confirm content Understand details 	Task <ul style="list-style-type: none"> Write a conversation between two people: a school advisor and a student OR two colleagues WRITING HANDBOOK <ul style="list-style-type: none"> Punctuation of statements and questions SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Conflict resolution: Politely introduce a different opinion
<ul style="list-style-type: none"> Indicate you're happy to hear someone's good news Indicate you're unhappy to hear someone's bad news Acknowledge gratitude for someone's interest with "Thanks for asking" Say "Let me think" to give yourself time to think of an answer Use "Well" to introduce a description 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Listen to classify Listen to confirm content Pronunciation <ul style="list-style-type: none"> Linking sounds 	Texts <ul style="list-style-type: none"> Descriptions of family relationships An illustrated conversation An article about two sets of twins A survey about typical households Skills / Strategies <ul style="list-style-type: none"> Classify Identify similarities 	Task <ul style="list-style-type: none"> Write a description of the similarities and differences between two people in your extended family WRITING HANDBOOK <ul style="list-style-type: none"> Combining sentences with <u>and</u> or <u>but</u> SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Open-mindedness: Offer a new perspective on an issue
<ul style="list-style-type: none"> Use "please" at the end of statements when ordering food in a restaurant Use "I'd like" and "I'll have" to order food from a server Use "Certainly" to agree to a customer's request Agree with a positive opinion with "Me too" Agree with a negative opinion with "Me neither" 	Listening Skills <ul style="list-style-type: none"> Listen to infer Listen for details Understand from context Pronunciation <ul style="list-style-type: none"> <u>The</u> 	Texts <ul style="list-style-type: none"> A restaurant website An illustrated conversation A restaurant menu A survey about foods An article about street food A questionnaire about street food Skills / Strategies <ul style="list-style-type: none"> Confirm content 	Task <ul style="list-style-type: none"> Write about eating out in your country WRITING HANDBOOK <ul style="list-style-type: none"> Connecting words or ideas: <u>and</u> and <u>in addition</u> SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Creativity: Generate many ideas in response to an open-ended prompt

Unit	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
6 Living with Technology page 61	<ul style="list-style-type: none"> Describe advantages and disadvantages of a brand Talk about things that aren't working Describe smart phone habits Discuss the challenges of traveling with technology 	<ul style="list-style-type: none"> Devices Household appliances and devices Positive and negative descriptions Collocations for using technology Some smart phone activities Powering electronic devices 	<ul style="list-style-type: none"> The present continuous: Review The present continuous and the simple present tense: Review GRAMMAR EXPANDER <ul style="list-style-type: none"> The present continuous: spelling rules for the present participle The present continuous: rules for forming statements and questions The simple present tense: non-action verbs The simple present tense: placement of frequency adverbs Time expressions
7 Vacations and Travel page 73	<ul style="list-style-type: none"> Greet someone arriving from a trip Report a change in travel plans Describe good and bad vacations Discuss some hassles of travel 	<ul style="list-style-type: none"> Activities Adjectives to describe trips Intensifiers Kinds of tickets and seats Past time expressions Years, decades, and centuries Airport information 	<ul style="list-style-type: none"> The past tense of be The simple past tense: Statements The simple past tense: Questions GRAMMAR EXPANDER <ul style="list-style-type: none"> The past tense of be: form The simple past tense: more about usage and form Spelling rules for regular verbs
8 Shopping for Clothes page 85	<ul style="list-style-type: none"> Shop and pay for clothes Ask for a recommendation for a place to shop Give directions within buildings Describe local clothing customs 	<ul style="list-style-type: none"> Clothing items Types of clothing and accessories Interior locations and directions Adjectives for describing clothing customs 	<ul style="list-style-type: none"> Object pronouns: Usage Superlative adjectives GRAMMAR EXPANDER <ul style="list-style-type: none"> Direct and indirect objects Superlative adjectives: spelling rules Comparatives and superlatives (review)
9 Fitness and Health page 97	<ul style="list-style-type: none"> Make a date to get together Suggest how to get in shape Discuss recreation equipment Describe accidents and injuries 	<ul style="list-style-type: none"> Exercise activities Places for sports, games, and other exercise Land and water recreation activities Collocations with go Recreation equipment Parts of the body Accidents and injuries 	<ul style="list-style-type: none"> Have to / has to Modals should and could GRAMMAR EXPANDER <ul style="list-style-type: none"> Have to / has to: form and common errors Have to / has to: information questions Should and could: information questions Modals: common errors Can and be able to: present and past forms
10 Life Goals and Plans page 109	<ul style="list-style-type: none"> Express wishes for the future Plan a business or social event Describe ways to make a dream come true Discuss what makes a job attractive 	<ul style="list-style-type: none"> Wishes for the future Organizing a business or social event Job benefits 	<ul style="list-style-type: none"> Would like + an infinitive Be going to + base form GRAMMAR EXPANDER <ul style="list-style-type: none"> Other ways to express future wishes Would love / would prefer / would hate + infinitive Other ways to express the future

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
<ul style="list-style-type: none"> Greet someone informally with "Hey" Indicate understanding with "Oh" Express gratitude with "I appreciate it" Respond to a thank-you with "Anytime" Respond emphatically with "You bet" Express surprise with "What do you mean?" Sympathize with another person's problem 	Listening Skills <ul style="list-style-type: none"> Listen to infer Listen for details Pronunciation <ul style="list-style-type: none"> Intonation of questions 	Texts <ul style="list-style-type: none"> A survey about electronic devices An illustrated conversation An article about smart phone addiction A survey about smart phone habits Skills / Strategies <ul style="list-style-type: none"> Activate language from a text Interpret an infographic Understand from context 	Task <ul style="list-style-type: none"> Write about an electronic device that is important to you WRITING HANDBOOK <ul style="list-style-type: none"> Placement of adjectives: before nouns and after the verb <u>be</u> SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Empathy: Share common experiences
<ul style="list-style-type: none"> Welcome someone home who has been away for a while Use "So" to initiate small talk Offer assistance with "Can I give you a hand?" Decline help with "It's OK. I'm fine." Identify yourself on the phone with "It's" or "This is" Express sympathy with "Oh, no" Express relief with "Thank goodness" Agree strongly with "You can say that again" 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Pronunciation <ul style="list-style-type: none"> The three simple past tense endings for regular verbs 	Texts <ul style="list-style-type: none"> A vacation activities preference test An illustrated conversation A passenger boarding pass A magazine travel column Skills / Strategies <ul style="list-style-type: none"> Understand from context Draw conclusions 	Task <ul style="list-style-type: none"> Write about a vacation you took WRITING HANDBOOK <ul style="list-style-type: none"> Time order SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Willingness to learn more: Confirm understanding of what someone said
<ul style="list-style-type: none"> Begin an interaction with a salesperson with "Excuse me" Start a new topic with "By the way" Respond helpfully with "Certainly" or "Of course" Acknowledge someone's assistance with "Thanks for your help" Say "That depends" when an answer might be complicated Ask for more information with "What about ...?" 	Listening Skills <ul style="list-style-type: none"> Listen for key information Pronunciation <ul style="list-style-type: none"> Contrastive stress for clarification 	Texts <ul style="list-style-type: none"> A questionnaire about clothing preferences An illustrated conversation An article about planning for a business trip A questionnaire about personal dress codes Skills / Strategies <ul style="list-style-type: none"> Identify the main idea Understand from context Apply ideas 	Task <ul style="list-style-type: none"> Write an explanation for visitors to your country of the do's and don'ts for appropriate dress WRITING HANDBOOK <ul style="list-style-type: none"> Connecting ideas with <u>because</u> and <u>since</u> SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Intercultural competence: Demonstrate your awareness that cultures differ
<ul style="list-style-type: none"> Say "Why don't we ...?" to make an invitation Accept an invitation with "I'd love to" Propose a tentative time or place as a question Propose an option with "How about ...?" Use "To tell you the truth" to soften a statement of disagreement 	Listening Skills <ul style="list-style-type: none"> Listen for main ideas Listen for details Pronunciation <ul style="list-style-type: none"> Sound reduction of <u>to in have to / has to</u> 	Texts <ul style="list-style-type: none"> A brochure for a popular health club An illustrated conversation An article about physical therapy Skills / Strategies <ul style="list-style-type: none"> Scan for facts 	Task <ul style="list-style-type: none"> Write about the outdoor activities you like and don't like WRITING HANDBOOK <ul style="list-style-type: none"> The paragraph SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Empathy: Show others that you care about their hardships
<ul style="list-style-type: none"> Use "So" to introduce a conversation topic Say "What do you mean?" to request clarification Politely request a favor with "Could you possibly ...?" Respond willingly to a request with "I'd love to" or "I'd be happy to" Assure someone that everything is OK with "No worries" 	Listening Skills <ul style="list-style-type: none"> Listen to confirm content Listen for details Make personal connections Pronunciation <ul style="list-style-type: none"> Be <u>going to</u> + base form 	Texts <ul style="list-style-type: none"> A self-test about what makes people successful An illustrated conversation An article about life dreams Descriptions of employment situations Skills / Strategies <ul style="list-style-type: none"> Understand from context Infer a point of view 	Task <ul style="list-style-type: none"> Write about your idea of a perfect job WRITING HANDBOOK <ul style="list-style-type: none"> Connecting contradictory ideas SOFT SKILLS BOOSTER <ul style="list-style-type: none"> Optimism: Offer encouragement to others

For the Teacher

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

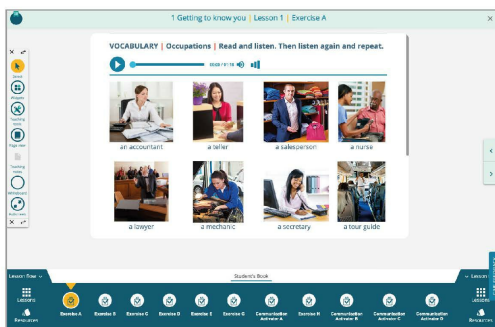
Presentation Tool

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.

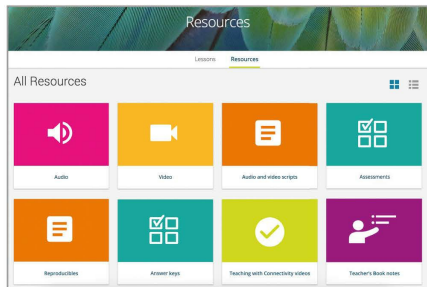
The Presentation Tool is also available to download, enabling you to teach offline.



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.

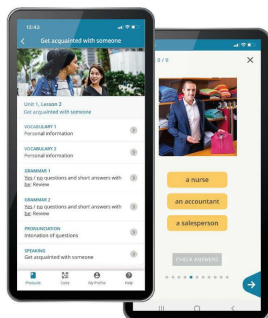
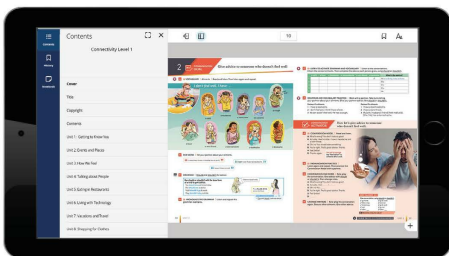
For the Student

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.

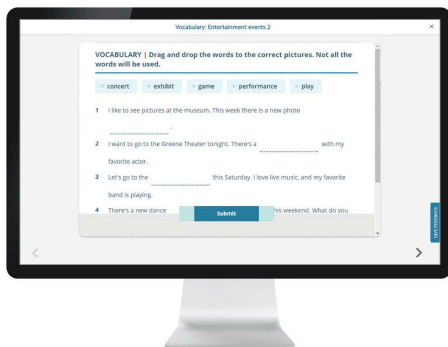
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. *Connectivity* app content is available on the Pearson Practice English App.

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.




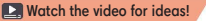
Offers:

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


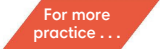
KEY TO ICONS IN THE STUDENT'S BOOK

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?
	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 <i>Connect TV</i>: 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 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 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

Getting to Know You

Warm-Up

Why are you studying English? You can check ✓ more than one reason!

I want to meet people from a lot of countries. I need English for that!



☐ I want to communicate with people who don't speak my language.



☐ I want to travel internationally.



☐ I want to study in another country.



☐ I want to use English in my work.



☐ For a different reason: _____

Topic Warm-Up

A WHY STUDY ENGLISH? | Read the information on the language school website. Add a comment.

[HOME](#) | [ENGLISH COURSES](#) | [ABOUT US](#) | [LOCATIONS](#) | [CONTACT US](#)

Why study English?

Here are five popular reasons.

It's the international language of science and technology.

It's the international language of business.

It makes it easy to get information on the Internet.

It's a language of popular culture (movies, TV, music).

It's useful for communicating with visitors to my country.

Read comments from our students. Add a comment of your own!

Samtheman March 3 at 7:55 A.M.
A lot of my favorite websites are in English.

Friendly Frida March 4 at 2:25 P.M.
I love American movies! I like the actors' accents.

Add your own comment:

B SURVEY | How many students in your class are studying English for . . .

..... work? the Internet?
..... travel? movies, TV, or music?
..... study in another country? another reason?

Language Warm-Up



A **||| ZOOM-IN** | Read and listen to tourists getting acquainted before a tour. Notice the **featured** words and phrases.

UNDERSTAND A VARIETY OF ACCENTS

Marty = American English (standard)

Jin-soo = Korean

Catherine = American English (standard)

Ana = Spanish

Sunny = Korean

Guy = French



Marty: Excuse me. Are you on the nine o'clock tour?

Jin-soo: Yes, we are. You too?

Marty: We are. By the way, I'm Marty Teller. And this is my wife, Ana . . . and our daughter, Catherine.

Jin-soo: And I'm Jin-soo Park. Nice to meet you, Mr. and Mrs. Teller . . . Catherine.

Marty: It's a pleasure to meet you, too. But please call me Marty.

Catherine: And everyone calls me Cat. It's my nickname.

Jin-soo: OK, then, Cat! And let me introduce you all to my wife, Sunny.

Ana: So where are you from?

Sunny: We're from Seoul, South Korea. And you?

Ana: Well, I'm originally from Ecuador, but Marty's from the States. We live in Dallas.

Guy: Good morning, everyone. I'm Guy from Paris City Tours. Does everyone here speak English?

Sunny: Yes, we do.

Guy: Well, that's great! The bus is right outside.

B **UNDERSTAND FROM CONTEXT** | Reread the conversation. With a partner, find:

- 1 a way to start a conversation with people you don't know.
- 2 two polite things to say to someone when you first meet.
- 3 two ways to introduce someone.
- 4 two ways to invite someone to address you informally.

SPEAKING

GROUP WORK | Read Sunny's information form. Complete the other one with your information. Use the information to introduce yourself to your classmates.

Hi, I'm Arturo Casas.
I'm high-beginner level.



ENGLISH! LEARNING CENTERS!	
Personal information	
Last / Family Name	First / Given Name
Park	Mi-sun
Nickname (optional)	
Sunny	
Nationality	Occupation
South Korean	Bank manager
Present English language level (check one)	
<input type="checkbox"/> Beginner	<input type="checkbox"/> High Beginner
<input checked="" type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced

PERSONAL INFORMATION	
Your school's name:	
Last / Family Name	First / Given Name
Nickname (optional)	
Nationality	Occupation
Present English language level (check one)	
<input type="checkbox"/> Beginner	<input type="checkbox"/> High Beginner
<input type="checkbox"/> Intermediate	<input type="checkbox"/> Advanced



A



VOCABULARY | Occupations | Read and listen. Then listen again and repeat.



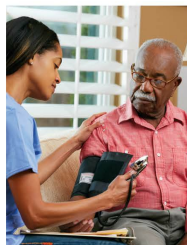
an accountant



a teller



a mechanic



a nurse



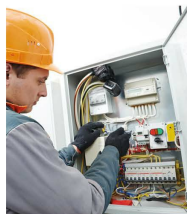
a lawyer



a salesperson

a secretary /
an administrative assistant

a tour guide



an electrician



an architect



B

LISTEN TO ACTIVATE VOCABULARY | Listen to people and complete the statements.
Circle the correct occupations.

- 1 She's (a tour guide / an architect).
- 2 He's (a bank manager / an administrative assistant).
- 3 He's (a nurse / an accountant).
- 4 He's (a lawyer / a tour guide).
- 5 She's (an electrician / a teller).
- 6 He's (a nurse / a mechanic).
- 7 She's (an architect / a teller).
- 8 She's (a nurse / a salesperson).



C

GRAMMAR | Information questions with be: Review

What's her email address?	(It's selma@reality.com.)
What are your names?	(Alison and Jack.)
Where's Sam from?	(He's from Seoul, South Korea.)
What city are you from?	(I'm from Montevideo.)
When's your birthday?	(It's March 22 nd .)
What time's the movie?	(It's at 5:35.)
Who's your teacher?	(George Baker.)
Who's that?	(That's my friend Tony.)
Who are they?	(They're my classmates.)
How's the weather today?	(It's hot and sunny.)
How old is Melanie?	(She's eleven.)

Contractions

What's = What is
Where's = Where is
When's = When is
Who's = Who is
How's = How is
I'm = I am

he's = he is
she's = she is
it's = it is
you're = you are
we're = we are
they're = they are

GRAMMAR EXPANDER p. 126

- Information questions with be: usage and form (review)
- Possessive nouns and adjectives (review)



D



PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

★ **E** GRAMMAR PRACTICE | Complete the conversations. Use contractions of the verb be when possible.

- 1 A: Your teacher so young! he?
B: I'm not sure. I think he about twenty-five.
A: his name?
B: It Franklin Blake. But everyone just calls him Frank.
- 2 A: that woman over there?
B: Oh, that my colleague Fareesa.
A: she from?
B: from Pakistan.
- 3 A: your sister's occupation?
B: a lawyer.
A: Really? her office?
B: on Center Street.
- 4 A: Hey, Ellen. the movie?
B: at 6:30. Do you want to go?
A: not sure. Let's talk later.
B: OK. How about at 2:30?
A: Perfect. your number?
B: 555-4377.

F PAIR WORK | Now practice the conversations from Exercise E.

G GRAMMAR PRACTICE | On a separate piece of paper, write four information questions with be for a partner.

H PAIR WORK | Ask your partner your questions from Exercise G.

Ideas

Who ...? Where ...?
What ...? How old ...?



COMMUNICATION
ACTIVATOR

Now let's introduce and greet people.

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

- A: Let me introduce you to Mark.
B: OK!
A: Lisa, I'd like you to meet Mark. Mark, Lisa.
B: Pleasure to meet you, Mark!
C: Same here! So where are you from?
B: I'm from Atlanta.
What about you?
C: I'm from New York.
B: And what do you do?
C: I'm a photographer.

Social language
Say "Same here" when you have the same opinion.



★ **B** PRONUNCIATION PRACTICE | Listen again and repeat.
Then practice the Conversation Model with two partners.

C CONVERSATION GROUP WORK | With two classmates, personalize the conversation, using real names and information. Then change roles.

- A: Let me introduce you to
B:!
A:, I'd like you to meet
B:, to meet you,!
C: Same here! So where are you from?
B: I'm What about you?
C: I'm
B: And what do you do?
C: I'm

KEEP TALKING!

Ask more questions and provide more information.

What's your last name?
What's your [email address]?

▶ Watch the video for ideas!

D CHANGE PARTNERS | Personalize the conversation again. Introduce other people.





★ A VOCABULARY | Personal information | Read and listen. Then listen again and repeat.

1

"I'm originally from Egypt, but my **nationality** is Canadian. I'm a Canadian **citizen**, and I have a Canadian passport."

2

"My **birthplace** is Cairo, but I don't live there now."

3

"I live in Toronto. That's my **hometown** now."

4

"I speak English and French, but my **native language** (or **first language**) is Arabic."

5

"My **marital status**? I'm **married**. I'm not **single**."

★ Titles

For men:

Mr. = married or single

For women:

Ms. = married or single

Mrs. = married

Miss = single

Use titles with family names, not given names.

B PAIR WORK | Get acquainted with a classmate. Ask him or her questions. Answer your partner's questions. Use all the vocabulary.

What's your birthplace?

My birthplace? It's Taipei.

★ C GRAMMAR | Yes / no questions and short answers with be: Review

Are you married?

Yes, I **am**.

No, I'm **not**.

Is she Chinese?

Yes, she **is**.

No, she's **not**. [No, she **isn't**.]

Is your birthplace São Paulo?

Yes, it **is**.

No, it's **not**. [No, it **isn't**.]

Are you and your brother single?

Yes, we **are**.

No, we're **not**. [No, we **aren't**.]

Are they from Chicago?

Yes, they **are**.

No, they're **not**. [No, they **aren't**.]

Be careful!

Yes, I am. NOT Yes, I'm.

Yes, she is. NOT Yes, she's.

GRAMMAR EXPANDER p. 127

- Verb **be**: usage and form
- Short answers with **be**: common errors
- Modification with adjectives

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

★ E GRAMMAR PRACTICE | Complete the conversations. Use contractions when possible.

1 A: your nationality Brazilian?

B: Yes,

3 A: your first language English?

B: No, It's Swedish.

2 A: they single?

B: No, They're married.

4 A: that man's name Bart?

B: No, not. It's Ken.