

# Connectivity

## LEVEL 5



Student's Book and eBook

with Online Practice

Joan Saslow  
Allen Ascher

# Connectivity

**LEVEL 5**

CONNECTING PEOPLE THROUGH ENGLISH

Joan Saslow  
Allen Ascher

**Connectivity: Connecting People through English Level 5**

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

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

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

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

## Allen Ascher

Allen Ascher has been an ELT teacher, teacher-trainer, academic director, 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 intensive English language program 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 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                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b><br><b>Planning for a Career</b><br>page 2   | <ul style="list-style-type: none"> <li>Describe someone's background</li> <li>Discuss career and study plans</li> <li>Discuss the qualities of a good résumé</li> <li>Interview for a job</li> </ul>                                          | <ul style="list-style-type: none"> <li>Collocations for career and study plans</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Collocations with <i>have</i> and <i>get</i> for qualifications</li> </ul>                            | <ul style="list-style-type: none"> <li>Simultaneous and sequential past actions: Review and expansion</li> <li>Completed and uncompleted past actions closely related to the present</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Describing past actions and events: review</li> <li>Stative verbs: non-action and action meanings</li> </ul>      |
| <b>2</b><br><b>Building Character</b><br>page 12     | <ul style="list-style-type: none"> <li>Discuss when telling a lie might be acceptable</li> <li>Accept responsibility and express regret</li> <li>Identify the origins of moral principles</li> <li>Describe the values you live by</li> </ul> | <ul style="list-style-type: none"> <li>Accepting or avoiding responsibility</li> <li>Some values</li> </ul>                                                                                                                                               | <ul style="list-style-type: none"> <li>Adjective clauses: review and expansion</li> <li>"Comment" clauses introduced with <i>which</i></li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Adjective clauses: overview</li> <li>Grammar for Writing: adjective clauses with quantifiers</li> <li>Grammar for Writing: reduced adjective clauses</li> </ul> |
| <b>3</b><br><b>Confronting Difficulty</b><br>page 24 | <ul style="list-style-type: none"> <li>Describe how fear affects you physically</li> <li>Express frustration, empathy, and encouragement</li> <li>Explore the nature of heroism</li> <li>Discuss overcoming disabilities</li> </ul>           | <ul style="list-style-type: none"> <li>Physical effects of fear</li> <li>Expressing frustration, empathy, and encouragement</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Expanding vocabulary by using parts of speech</li> </ul> | <ul style="list-style-type: none"> <li>Using <i>so... (that)</i> or <i>such... (that)</i> to explain a result</li> <li>Clauses with <i>no matter</i></li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Count and non-count nouns: review and expansion</li> <li>Embedded questions: review and common errors</li> </ul>                                  |
| <b>4</b><br><b>Building Relationships</b><br>page 34 | <ul style="list-style-type: none"> <li>Introduce and respond to criticism</li> <li>Give someone positive feedback</li> <li>Explain how you handle anger</li> <li>Explore your relationships with friends</li> </ul>                           | <ul style="list-style-type: none"> <li>Shortcomings</li> <li>Expressing and handling anger</li> </ul>                                                                                                                                                     | <ul style="list-style-type: none"> <li>Cleft sentences: review and expansion</li> <li>Adverb clauses of condition</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Cleft sentences: more on meaning and use</li> <li>Grammar for Writing: more conjunctions and transitions</li> </ul>                                                                  |
| <b>5</b><br><b>What's Funny?</b><br>page 46          | <ul style="list-style-type: none"> <li>Respond to humor</li> <li>Explore the potential benefits of laughter</li> <li>Analyze what makes people laugh</li> <li>Discuss when joking "crosses the line"</li> </ul>                               | <ul style="list-style-type: none"> <li>Types of humor</li> <li>How to respond when someone tells a joke</li> <li>Common types of jokes</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>Questions in indirect speech</li> <li>Indirect speech: statements: backshifts in tense and time expressions</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Indirect speech: review and expansion</li> <li><i>Say, tell, and ask</i></li> <li>Grammar for Writing: other reporting verbs</li> </ul>             |

| CONVERSATION STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | LISTENING / PRONUNCIATION                                                                                                                                                                                                                                                                                                                                                                                                 | READING                                                                                                                                                                                                                                                                                                                                                                                                              | WRITING / SOFT SKILLS BOOSTER                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Ask, "What brings you here today?" to formally invite someone to request help or express a need.</li> <li>Use "Correct me if I'm wrong, but . . ." to confirm something you believe to be true.</li> <li>Say, "I've given it some thought, and . . ." to introduce a thoughtful opinion or change of mind.</li> <li>Informally ask for advice with "I was hoping you could steer me in the right direction."</li> <li>Formally express willingness to do something with "I'd be more than happy to . . ."</li> </ul> | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main idea</li> <li>Listen to confirm content</li> <li>Listen for supporting details</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Sentence stress and intonation: review</li> </ul>                                                                             | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A questionnaire about dreams, goals, and plans</li> <li>An article about someone's career decision</li> <li>An article on résumé writing</li> <li>A résumé</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Infer information</li> <li>Apply ideas</li> </ul>                       | <p><b>WRITING HANDBOOK</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a cover letter for a job application</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>A formal cover letter</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Positive attitude: Encourage and offer suggestions to support others.</li> </ul>                            |
| <ul style="list-style-type: none"> <li>Introduce an admission that you made a mistake with "I'm really sorry, but . . ."</li> <li>Accept responsibility for a mistake with "It was totally my fault."</li> <li>Express remorse for one's actions with expressions like "I'm so embarrassed," "I feel awful about it, etc."</li> <li>Relieve someone's self-blame with "Look, these things happen."</li> <li>Offer to make good on financial harm one has caused with "I insist on paying for it."</li> </ul>                                                | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to draw conclusions</li> <li>Make personal comparisons</li> <li>Listen to summarize</li> <li>Understand from context</li> <li>Listen for main idea and supporting details</li> <li>Critical thinking</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Emphatic stress and pitch to express emotion</li> </ul> | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about taking or avoiding responsibility</li> <li>An article about being truthful</li> <li>An article about core values</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Classify vocabulary</li> <li>Understand vocabulary from context</li> <li>Relate to personal experience</li> </ul>                   | <p><b>WRITING HANDBOOK</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a college application essay</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Restrictive and non-restrictive adjective clauses</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Integrity: Indicate when your values are similar or different.</li> </ul>                |
| <ul style="list-style-type: none"> <li>Express concern for someone's state of mind with "Is everything OK?"</li> <li>Begin an explanation with "Well, basically" to characterize a problem in just a few words.</li> <li>Express empathy with "That must be tough."</li> <li>Say "Hang in there" to offer encouragement to someone facing a difficulty.</li> <li>Say "Anytime" to acknowledge someone's expression of gratitude.</li> </ul>                                                                                                                 | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Word study practice</li> <li>Listen for supporting details</li> <li>Listen to summarize a story</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Vowel reduction to /ə/</li> </ul>                                                                                            | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A self-test about how chicken you are</li> <li>A description of how fear affects someone physically</li> <li>An article about Stevie Wonder and Evelyn Glennie</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Relate to personal experience</li> <li>Understand from context</li> <li>Infer information</li> </ul> | <p><b>WRITING HANDBOOK</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a report about an event</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Reducing adverbial clauses</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Effective communication: Use self-correction to repair errors or slips of the tongue.</li> </ul>                    |
| <ul style="list-style-type: none"> <li>Politely introduce criticism or an uncomfortable topic with "There's something I need to bring up."</li> <li>Say "I didn't realize . . ." to acknowledge your acceptance of someone's criticism.</li> <li>Say "I didn't mean to . . ." to acknowledge how your behavior might have been interpreted.</li> <li>Say "On the contrary" to assure someone you don't feel the way they think you might.</li> <li>Express gratitude for someone's negative yet helpful feedback with "You've done me a favor."</li> </ul>  | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen for main idea</li> <li>Listen to infer</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Shifting emphatic stress</li> </ul>                                                                                                                                               | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Descriptions of people's shortcomings</li> <li>Perspectives on feedback for employees</li> <li>An interview about friendship</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Identify main idea</li> <li>Summarize</li> </ul>                                                                                       | <p><b>WRITING HANDBOOK</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write an essay troubleshooting a common shortcoming</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Transitional topic sentences</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Adaptability: Use hesitation expressions to prepare for unanticipated questions.</li> </ul> |
| <ul style="list-style-type: none"> <li>Say "Come see this" to invite someone to look at something you think he or she will find interesting.</li> <li>Say "Wait, what?" to informally express incredulity at what someone has just said.</li> <li>Say "That cracks me up, actually" to admit that you find something pretty funny.</li> </ul>                                                                                                                                                                                                               | <p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for details</li> <li>Listen to paraphrase</li> <li>Listen to summarize</li> </ul> <p><b>Pronunciation:</b></p> <ul style="list-style-type: none"> <li>Intonation of sarcasm</li> </ul>                                                                                                               | <p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>An article about the health benefits of laughter</li> <li>An article about what makes people laugh</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Critical thinking</li> <li>Understand main idea</li> <li>Understand from context</li> <li>Identify supporting details</li> </ul>                                 | <p><b>WRITING HANDBOOK</b></p> <p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a story with dialogue</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Writing dialogue</li> </ul> <p><b>SOFT SKILLS BOOSTER</b></p> <ul style="list-style-type: none"> <li>Decisiveness: Offer a strong or weak hypothesis.</li> </ul>                                                                     |

| Unit                                                       | COMMUNICATION GOALS                                                                                                                                                                                                                                             | VOCABULARY                                                                                                                                                                                                               | GRAMMAR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>6</b><br><b>On the Move</b><br>page 56                  | <ul style="list-style-type: none"> <li>Describe how you deal with commuting</li> <li>Help others avoid hassles while traveling</li> <li>Talk about property lost, damaged, or stolen on a trip</li> <li>Discuss protecting Internet security</li> </ul>         | <ul style="list-style-type: none"> <li>Travel hassles</li> <li>Ways to politely ask for a favor</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Participial adjectives as noun modifiers</li> </ul> | <ul style="list-style-type: none"> <li>The unreal conditional: continuous forms for actions in progress</li> <li>The unreal conditional: statements with <i>If it weren't for ... / if it hadn't been for ...</i></li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Real and unreal conditionals: summary and expansion</li> </ul>                                                                                                                                             |
| <b>7</b><br><b>Belief and Reality</b><br>page 68           | <ul style="list-style-type: none"> <li>Describe a scam</li> <li>Describe fears and phobias</li> <li>Talk about the power of suggestion</li> <li>Discuss superstitions</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>Phobias</li> <li>Superstitions</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Noun and adjective forms</li> </ul>                                           | <ul style="list-style-type: none"> <li>Nouns: Indefinite, definite, unique, and generic meaning (review and expansion)</li> <li>Reporting beliefs: <i>It</i> + a passive reporting verb</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Article usage: summary</li> <li>Definite article: additional uses</li> <li>Non-count nouns with both a countable and an uncountable sense</li> <li>Grammar for Writing: passive reporting verbs with an infinitive phrase</li> </ul> |
| <b>8</b><br><b>Achievement and Intelligence</b><br>page 78 | <ul style="list-style-type: none"> <li>Identify your unique strengths</li> <li>Talk about how you study</li> <li>Discuss the effect of the environment on intelligence</li> <li>Evaluate your emotional intelligence</li> </ul>                                 | <ul style="list-style-type: none"> <li>Ways to describe strengths and talents</li> <li>Interpersonal and intrapersonal intelligence</li> </ul>                                                                           | <ul style="list-style-type: none"> <li>Using auxiliary <i>do</i> for emphatic stress</li> <li>The subjunctive</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Grammar for Writing: emphatic stress</li> <li>Infinitives and gerunds in place of the subjunctive</li> </ul>                                                                                                                                                                                                   |
| <b>9</b><br><b>Looking Ahead</b><br>page 90                | <ul style="list-style-type: none"> <li>Discuss the pros and cons of innovative technologies</li> <li>Make predictions about science and technology</li> <li>Talk about preparing for future pandemics</li> <li>Explain social and demographic trends</li> </ul> | <ul style="list-style-type: none"> <li>Expressing and dismissing concern</li> <li>Demographic and social trends</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>The passive voice in unreal conditional sentences</li> <li>The passive voice: the future, the future perfect, and the future as seen from the past</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Grammar for Writing: when to use the passive voice</li> </ul>                                                                                                                                                                      |
| <b>10</b><br><b>Global Ties</b><br>page 100                | <ul style="list-style-type: none"> <li>React to international news events</li> <li>Talk about the influence of foreign imports</li> <li>Discuss the ways your culture might cause culture shock</li> <li>Understand the impact of globalization</li> </ul>      | <ul style="list-style-type: none"> <li>Phrasal verbs for discussing events and issues</li> <li>Discussing culture shock</li> </ul>                                                                                       | <ul style="list-style-type: none"> <li>Separability of transitive phrasal verbs</li> </ul> <b>GRAMMAR EXPANDER</b> <ul style="list-style-type: none"> <li>Phrasal verbs: expansion</li> </ul>                                                                                                                                                                                                                                                                                                          |

Reference Charts .....page 112

Grammar Expander .....page 118

Pronunciation Lessons .....page 134

| CONVERSATION STRATEGIES                                                                                                                                                                                                                                                                                                                                                                                                | LISTENING / PRONUNCIATION                                                                                                                                                                                                                                                                                                                                                                         | READING                                                                                                                                                                                                                                                                                                                                                                                                  | WRITING / SOFT SKILLS BOOSTER                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Ask a stranger for help with "I wonder if you could do me a favor."</li> <li>Agree to offer assistance with "How can I help?"</li> <li>Confirm willingness to perform a favor with "I'd be happy to."</li> <li>Announce your return with "I'm back."</li> </ul>                                                                                                                 | <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to activate grammar</li> <li>Listen for main idea</li> <li>Listen to confirm content</li> <li>Listen for supporting details</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Regular past participle endings</li> <li>Reduction in perfect modals</li> </ul> | <b>Texts:</b> <ul style="list-style-type: none"> <li>A travel hassles self-test</li> <li>Interview responses about commuting hassles</li> <li>An article about laptop disasters while traveling</li> </ul> <b>Skills / strategies:</b> <ul style="list-style-type: none"> <li>Identify supporting details</li> <li>Summarize</li> <li>Discussion</li> </ul>                                              | <b>WRITING HANDBOOK</b><br><b>Task:</b> <ul style="list-style-type: none"> <li>Write an essay comparing and contrasting two means of transportation</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>A comparison and contrast essay</li> </ul> |
| <ul style="list-style-type: none"> <li>Indicate you've guessed someone's news with "Don't tell me ..."</li> <li>Say "Why am I not surprised?" to suggest an outcome should have been predictable.</li> <li>Respond to a question with "Don't ask" to imply that the answer will be disappointing.</li> <li>Begin a statement with "Let's just say ..." to indicate you're going to make a long story short.</li> </ul> | <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>Listen for main idea</li> <li>Listen for details</li> <li>Listen to confirm content</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>                                                                                                                                             | <b>Texts:</b> <ul style="list-style-type: none"> <li>A fact sheet about scams</li> <li>Two accounts of phobias</li> <li>An article about placebos and nocebos</li> </ul> <b>Skills / strategies:</b> <ul style="list-style-type: none"> <li>Understand from context</li> <li>Infer information</li> <li>Critical thinking</li> </ul>                                                                     | <b>WRITING HANDBOOK</b><br><b>Task:</b> <ul style="list-style-type: none"> <li>Write an essay about superstitions</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>Subject-verb agreement: expansion</li> </ul>                                 |
| <ul style="list-style-type: none"> <li>Indicate that you have prior knowledge about a situation with "So I understand (that) ..."</li> <li>Use "Would you say you ...?" to encourage someone to express a point of view.</li> <li>Say "So here's what I'd suggest" to announce you're going to propose a plan.</li> <li>Say "You can't go wrong" to support someone's tentative decision.</li> </ul>                   | <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>Listen to confirm content</li> <li>Listen to clarify</li> <li>Listen to draw conclusions</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Emphatic stress with auxiliary verbs</li> </ul>                                                                                                                  | <b>Texts:</b> <ul style="list-style-type: none"> <li>A questionnaire on ability to focus and stick to a task</li> <li>Descriptions of strengths and talents</li> <li>Study tips</li> <li>An article on measuring intelligence</li> </ul> <b>Skills / strategies:</b> <ul style="list-style-type: none"> <li>Understand main idea</li> <li>Understand details</li> <li>Find supporting details</li> </ul> | <b>WRITING HANDBOOK</b><br><b>Task:</b> <ul style="list-style-type: none"> <li>Write an essay about staying focused on a task</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>Explaining cause and result</li> </ul>                           |
| <ul style="list-style-type: none"> <li>Respond with "Seriously?" to express disbelief.</li> <li>Use "I'd think twice before ..." to advise cautiousness about a decision.</li> <li>Agree with someone's statement of personal belief with "That makes two of us!"</li> </ul>                                                                                                                                           | <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>Listen for point of view</li> <li>Listen to summarize</li> <li>Listen to activate vocabulary</li> <li>Listen for facts and figures</li> <li>Listen to draw conclusions</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Reading aloud</li> </ul>                                                           | <b>Texts:</b> <ul style="list-style-type: none"> <li>A survey on beliefs about the future</li> <li>An article on preparing for future pandemics</li> </ul> <b>Skills / strategies:</b> <ul style="list-style-type: none"> <li>Understand writer's purpose</li> <li>Understand from context</li> <li>Activate language</li> </ul>                                                                         | <b>WRITING HANDBOOK</b><br><b>Task:</b> <ul style="list-style-type: none"> <li>Write a formal essay about future trends</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>The thesis statement in a formal essay</li> </ul>                      |
| <ul style="list-style-type: none"> <li>Say "You name it" to indicate the list could be a lot longer.</li> <li>To add to an already long list, say "To say nothing about ..."</li> <li>Begin a statement with "At least ..." to express mild approval or relief.</li> </ul>                                                                                                                                             | <b>Listening Skills:</b> <ul style="list-style-type: none"> <li>Listen to infer meaning</li> <li>Listen to summarize</li> <li>Listen for details</li> </ul> <b>Pronunciation:</b> <ul style="list-style-type: none"> <li>Intonation of tag questions</li> </ul>                                                                                                                                   | <b>Texts:</b> <ul style="list-style-type: none"> <li>A quiz on English today</li> <li>An article on efforts to reduce hunger</li> <li>People's opinions about foreign imports</li> <li>An interview about the effects of globalization</li> </ul> <b>Skills / strategies:</b> <ul style="list-style-type: none"> <li>Activate prior knowledge</li> <li>Identify supporting details</li> </ul>            | <b>WRITING HANDBOOK</b><br><b>Task:</b> <ul style="list-style-type: none"> <li>Write an essay about globalization</li> </ul> <b>Skill:</b> <ul style="list-style-type: none"> <li>Rebutting an opposing point of view</li> </ul>                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                          | <b>SOFT SKILLS BOOSTER</b><br><ul style="list-style-type: none"> <li>Negotiation: Attempt to come to agreement by supporting your view with respect.</li> </ul>                                                                                                |

## For the Teacher

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

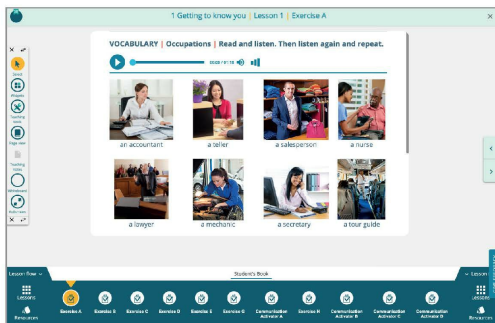
### Presentation Tool

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

Allows you to:

- navigate easily between units, lessons, and activities.
- pop up all activities from the page, for display and to show answers.
- play all the audio files from the page.
- present all the *Connectivity* videos, including Keep Talking Videos and Connect TV sitcom (lower levels) and authentic video (upper levels).
- plan dynamic lessons using the embedded teacher's notes.
- assign homework and tests.
- ... and much more!

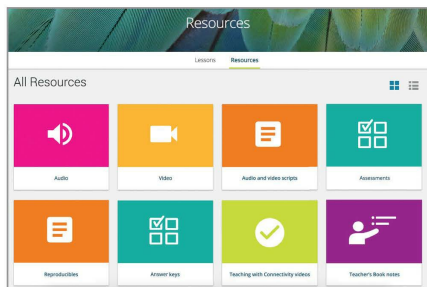
The Presentation Tool is also available to download, enabling you to teach offline.



### 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 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.

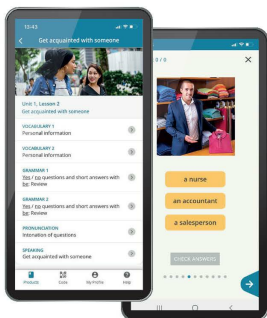
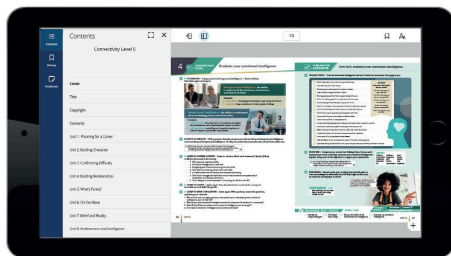
## For the Student

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.

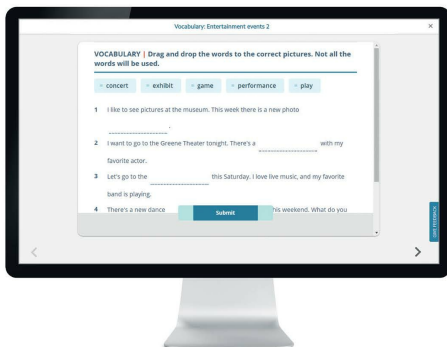
It gives students access anytime, anywhere to the complete *Connectivity* audio and video program as well as hundreds of activities for grammar, vocabulary, pronunciation, listening comprehension, and speaking practice. The app content is available on the Pearson Practice English App.

### 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                                                                                                                                    |
| <b>KEEP TALKING!</b> ●●●<br>Watch the video for ideas! | Keep Talking 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?                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES</b>                                                                              | <p>An abundance of digital resources comes with every <i>Connectivity Student's Book</i>:</p> <ul style="list-style-type: none"> <li>Pearson Practice English App: A mobile app that provides additional language practice activities, and gives students quick access to course audio and video</li> <li>Online Practice: Additional practice activities tied to a gradebook (these activities are different from the ones included on the app)</li> </ul> |
|                                                                                                                                     | <p>End-of-unit review and extension material offered in several formats:</p> <ul style="list-style-type: none"> <li>Unit Review: Printable exercises for extra listening comprehension and language practice</li> <li>Connect TV: Engaging authentic video for language consolidation and fun</li> <li>Test-Taking Skills Booster: Practice for skills typically included in standardized proficiency tests</li> </ul>                                      |
| <p><b>GRAMMAR EXPANDER</b></p> <p><b>PRONUNCIATION LESSONS</b></p> <p><b>SOFT SKILLS BOOSTER</b></p> <p><b>WRITING HANDBOOK</b></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

# Planning for a Career

## PREVIEW

**A** **CAREER PLANS** | Listen to a man and woman discuss his job applications. What kind of job does he want and why does the woman think he's an ideal candidate?

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

### UNDERSTAND A VARIETY OF ACCENTS

Shannon = Irish English

Odette = French



**Shannon:** Hey, Odette! How are you?

**Odette:** Shannon! I haven't heard from you in ages. I was beginning to think you might be angry about something.

**Shannon:** Oh, I'm sorry. I've just been totally out of touch with everyone. Don't take it personally.

**Odette:** Well, what have you been up to?

**Shannon:** Trying to get into law school! The deadline for the application is next week, and they require a ton of detailed stuff: recommendations, essays . . . I've just got to buckle down and get it all in in time. And there's an admissions test to prepare for, too. I know I sound a little desperate, but I can't bear the idea of putting this off for another year. It's not like I'm still 18, you know.

**Odette:** When did you get it into your head to study law?

**Shannon:** Well, I've actually always been interested in law—I love all those legal shows on TV. So, one day I was just fooling around online looking into what it takes to be a lawyer, and I took a practice test and I aced it! I know that sounds a little immodest . . .

**Odette:** Not really. You're not bragging about how smart you are—just stating a fact.

**Shannon:** Well, acing the practice test clinched it for me. I figured I have the interest, and the test indicates I have the aptitude. So, it was a no-brainer. I just decided to apply.

**Odette:** You know, I think the law'll be right up your alley. You win every argument . . . I mean that as a compliment.

**Shannon:** Thanks. I just wish I'd realized this a few years ago. But I've got my heart set on it now.

**Odette:** Well, better late than never. And I wish you all the luck in the world.



**C** **UNDERSTAND FROM CONTEXT** | Complete each statement with one of the featured words and phrases from Zoom-In.

- If you get a great grade on a test, you can say you ..... it.
- If the reason for making a decision is obvious, you can call it a .....
- When you know you have to pay attention to a task, you can say you have to .....
- ..... about your accomplishments is immodest.
- Something that's ..... is something you'd be really good at.

**D** **THINK AND EXPLAIN** | With a partner, interpret the meaning of each statement.

- |                                                                 |                                                 |
|-----------------------------------------------------------------|-------------------------------------------------|
| 1 "Don't take it personally."                                   | 3 "Acing the practice test clinched it for me." |
| 2 "I can't bear the idea of putting this off for another year." | 4 "I mean that as a compliment."                |
|                                                                 | 5 "Better late than never."                     |

**E** **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.

.....

**F** **DISCUSSION** | Thinking about your own strengths and weaknesses, what job or career do you think is or would be "right up your alley"? Explain "what it takes" to have that career and why.

"I've loved sports since I was a kid, and I love working with teams of people. A career in sports management would be right up my alley."



# UNIT 1 COMMUNICATION GOALS

- Lesson 1** Describe someone's background  
**Lesson 2** Discuss career and study plans  
**Lesson 3** Discuss the qualities of a good résumé  
**Lesson 4** Interview for a job

**G TALKING POINTS** | Complete the questionnaire.

## FROM DREAMS TO GOALS TO PLANS

### STEP 1: YOUR DREAMS

Before establishing your goals for life and career, it's worthwhile to explore your dreams. Focusing on the next five years, answer the questions as briefly as you can.

- 1 What would you like to do for fun and with whom?  
\_\_\_\_\_
- 2 Where would you like to live (location and type of housing)?  
\_\_\_\_\_
- 3 What places would you like to visit?  
\_\_\_\_\_
- 4 What job would you like to have?  
\_\_\_\_\_
- 5 Where would you like to work? (location and type of workplace)?  
\_\_\_\_\_
- 6 What would you like to own?  
\_\_\_\_\_
- 7 How would you describe your ideal immediate family?  
\_\_\_\_\_
- 8 What would your idea of a perfect weekend be?  
\_\_\_\_\_

### STEP 2: YOUR GOALS

Look back at your answers in STEP 1. Imagine making those dreams into goals. Write a checkmark next to the ones you think you can achieve. Write an X for the ones you don't think you can. Write a ? for the ones you're not sure about.

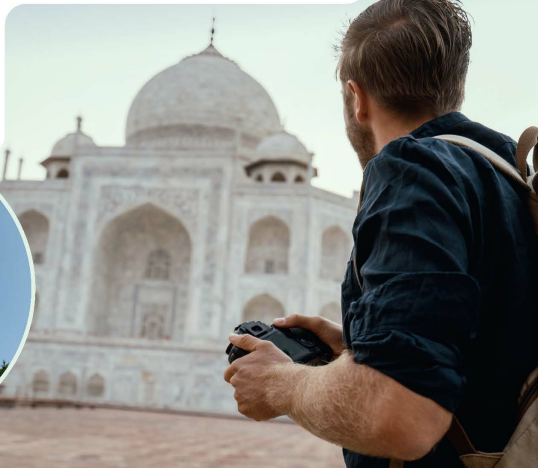
### STEP 3: YOUR PLANS

Choose three dreams you aren't sure you can achieve. Write the item number and what you think you need to do to achieve each dream. Write more on a separate sheet of paper if necessary.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_



### START TALKING ...

**PAIR WORK** Compare dreams with a partner, providing details. Are any of your dreams similar? Discuss practical ways you can make your dreams come true. Help each other make plans.



## Describe someone's background

- ★ A **GRAMMAR CLOSE-UP** | Read about a career decision that was made based on experience. Notice the **featured** grammar.

By the time I was 13, I **was cooking** dinner for our family at least twice a week, ... not because I **had to**, but because I **had discovered** my passion: cooking! So, when I **graduated** from secondary school, I **had already made up** my mind. I **decided** that I would be a chef—hopefully a world-class famous one known **for** my own style of Korean food. However, my school counselor suggested—gently—that I needed a reality check. Instead of putting all my eggs in one basket at the young age of 18, I should find out what the work of a real chef entailed. So she found me a spot as an apprentice cook on a cruise ship, saying “There’s no hurry. Have fun and learn. When you have a few cruises under your belt, you’ll know for sure whether you want to be a chef.”

And she was right. It turns out that even before a month **had passed**, I **knew** I **had made** the right decision. Those six months provided me with a solid background in skills and a realistic picture of what my daily life as a chef would be. My advice? If you’re offered an apprenticeship or an internship, take it. And guess what? I’ve just been accepted to the International Culinary Institute!



Kang Jae-sang Apprentice cook, Incheon, South Korea

- B **DISCUSSION** | Would you ever consider an internship or an apprenticeship before deciding on a career? Why or why not?

- C **GRAMMAR** | Simultaneous and sequential past actions: review and expansion

**GRAMMAR EXPANDER** p. 118

Describing past actions and events: review

### Completed past actions: the simple past tense and the past perfect (Review)

The simple past tense describes actions completed in the past, whether or not a specific time is mentioned. Context or time expressions can indicate whether the actions were simultaneous (at the same time) or sequential (one before the other).

Some people **clapped** when they **watched** the celebrity chef cooking. (= simultaneous completed actions)

In the year before he **applied** to the International Culinary Institute, Kang **worked** on a cruise ship.  
(= sequential completed actions)

The simple past tense and the past perfect can be used to describe two sequential completed past actions. However, it's common to avoid the past perfect and use the simple past tense for both actions, especially when the context clarifies the order of occurrence.

Kang **had cooked** many meals before he **took** the apprenticeship. OR Kang **cooked** many meals before he **took** the apprenticeship.

**Remember:** The present perfect can also describe completed past actions.

Kang Jae-sang has just **enrolled** in the International Culinary Institute.

### Simultaneous actions in progress: the past continuous (Review)

A statement in the past continuous describes an action that was in progress at a time—or during a period of time—in the past.

Kang **was chopping** vegetables while the other cooks **were making** soup.

**Remember:** To describe an action that was completed during an action in progress, use the simple past tense.

Kang **applied** to the International Culinary Institute while he **was working** on the ship.

### Expansion: sequential and completed past actions: the past perfect continuous and the simple past tense

The past perfect continuous can be used when one past action was already in progress before another one occurred. (It often emphasizes the duration of the action.)

Form the past perfect continuous with **had been** and a present participle.

By the time Kang **entered** culinary school, he **had been cooking** semi-professionally for six months on a cruise ship.

How long **had Kang been working** on a cruise ship when he **was accepted** by the International Culinary Institute?

- D** **UNDERSTAND THE GRAMMAR** | Listen to the conversations and circle the letter of the correct summary of the events. Listen again if necessary.

- 1 a They continued filming after he got on the bus.  
b The bus arrived after the filming was finished.
- 2 a Lisa had been thinking of buying the sweater that she left on the table.  
b The other girl bought the sweater before Lisa had a chance to try it on.
- 3 a Diane was texting and driving at the same time.  
b Diane had stopped driving before she texted.

- E** **GRAMMAR PRACTICE** | Complete the statements with the past perfect or the past perfect continuous.
- 1 I (**had already seen** / **had already been seeing**) the Picasso exhibit at the Metropolitan Museum, so I decided to stay home.
  - 2 Lorraine (**had been waiting** / **had waited**) in the rain outside of the stadium for an hour when they canceled the game.
  - 3 Ella (**had been watching** / **had watched**) TV for two hours when her parents came home.
  - 4 She (**had been trying** / **had tried**) the recipe for cheese bread several times before she served it to friends.
  - 5 Zach (**had already gotten** / **had already been getting**) a job as a medical technician when he decided he really wanted to go to medical school.



## COMMUNICATION ACTIVATOR

Now let's describe someone's background.

- A** **TALKING POINTS** | Complete the questionnaire about your background.

Where were you born? \_\_\_\_\_  
How long have you been living at your current address? \_\_\_\_\_  
If you are married, when did you get married? \_\_\_\_\_  
Where were you living when you got married? \_\_\_\_\_  
If you have children, what are their names and ages? \_\_\_\_\_  
If you have a career, what is it? \_\_\_\_\_  
How long have you been studying English? \_\_\_\_\_  
If you divided your life into three periods, how would you describe each one?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

- B** **DISCUSSION** | Get to know a classmate's background. Use your Talking Points as an interview guide. Use the simple past tense, the past perfect, the past continuous, and the past perfect continuous in your questions and answers to clarify the order of events in the past. Say as much as you can.

- C** **PROJECT** | Write a one-page biography of your partner, using the information from your Discussion. Post the bios on a class blog or on the board in your classroom. Include photos if possible. Use the bios to get to know your new classmates.

### KEEP TALKING! ●●●★

- Ask questions about other interests and hobbies.
- Compare similarities and differences in your backgrounds.
- Say as much as you can.

▶ Watch the video for ideas!





## Discuss career and study plans

- A** **VOCABULARY** | Collocations for career and study plans | Read and listen. Then listen again and repeat.

**decide on** a course of study or a career

*Ruth decided on a career in city planning because she wants to improve the quality of urban life.*

**take up** something you're interested in

*As a child, Clark was fascinated by tropical fish and had two or three aquariums. So it's no surprise that he's taking up marine biology at the university.*

**apply for** a job or a position in a company

*I've applied for a summer internship at an accounting firm to see if I'd like to take up accounting as a career.*

**apply to** a school or a program of study

*Uh-oh! It's September 15<sup>th</sup>. I hope I haven't missed the deadline for applying to the creative writing program. I want to start in January.*

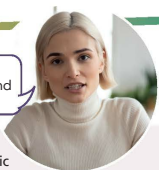
**sign up for** a course or an activity

*Lida doesn't have to sign up for an exam prep course. She aced the practice test, and she'll definitely do well on the actual test next month.*

**switch to** a new course of study or a career

*Mohammed started out in music theory but switched to dentistry because it had better career possibilities.*

So I **applied** to the physics program, and I've **been accepted**!



**be accepted to / into / by** a specific school or a program

*Only two students from my class were accepted to medical school for the next term.*

**be rejected by** a school or a program

*Kang would have been heartbroken if he had been rejected by the International Culinary Institute.*

**enroll in** a school or a program

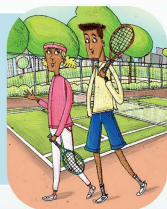
*Fewer people have enrolled in architecture schools in recent years, though it's not completely clear why.*

- B** **LISTEN TO ACTIVATE VOCABULARY** | Listen to the conversations. Then listen again. After each conversation, complete the statement with the Vocabulary, using a different collocation for each item.

- She has ..... a career in music.
- He has ..... meditation.
- She has ..... two graduate programs.
- She has ..... engineering school.
- He has ..... teaching math from his career in business.
- She has ..... an apprenticeship in a medical lab.

- C** **VOCABULARY PRACTICE** | Complete the conversations, using the Vocabulary. There may be more than one way to answer correctly.

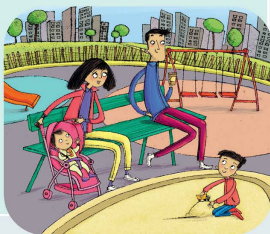
- 1** **Nicole:** I've been a teacher for five years, but I've just decided to ..... nursing.  
**Elliot:** No way! I've just ..... nursing school myself! What a coincidence.



- 2** **Lila:** I know it sounds weird, but my lifelong dream has been to be an interior designer, so I'm going to ..... an online interior design program. Better late than never, right?  
**Olivia:** It must be something in the air. Here I am almost 50 years old, and I've just ..... law school. I hope I'm not rejected!



- 3** **Clare:** I'm a brand-new parent, but I kind of miss my work as a graphic designer, so I've ..... a part-time teaching position in the evening design program at the college. My husband said he'd take over with the baby when he gets home from work.  
**Jack:** I've actually done something similar. I've been acting in commercials for years, and I've taken the plunge: I've ..... a film course. I'll see whether I'm cut out for directing instead of acting.



- 4** **Phil:** Can you believe it? I was ..... the driving school. To get in, you have to pass the written driver's exam first, and I failed by only one point! I don't know what I'll do if I can't get my license! I can't sleep and I've lost my appetite! I can't even focus on my classes.  
**Tony:** Hey, Phil, take it easy. You can take the written test again next month. In the meantime, maybe you could ..... yoga or meditation. If you were a little more relaxed, you'd be able to focus.



## D GRAMMAR | Completed and uncompleted past actions closely related to the present

You can use the present perfect for recently completed actions. The adverbs **just**, **recently**, and **lately** often accompany these statements. (Note: **Lately** is rarely used in affirmative statements.)

She's **just been accepted** to a great music program.

Have you **checked** the requirements for a driver's license **lately**? They've **been revised**.

The present perfect continuous can describe an action that began in the recent past (and continues in the present and is therefore **uncompleted**). You can use **recently** and **lately**.

They've **been rejecting** a lot of applicants **recently**.

The following adverbs are used only with the present perfect, not the present perfect continuous, because they signal a completed action: **ever**, **never**, **before**, **already**, **yet**, **still** (with negative), **so far**, **once**, **twice**, **(three) times**.

Have you **ever thought** of enrolling in a teaching program? I **never have**.

She **still hasn't signed up** for driver's ed.

### Be careful!

Use the simple past tense, not the present perfect, to talk about actions completed at a specific time in the past.

She **applied** for a position at the Oceanographic Academy last year.  
NOT: She **has applied** for a position at the Oceanographic Academy last year.

**Remember:** Don't use the present perfect continuous with these stative verbs: **be**, **believe**, **hate**, **have** (for possession), **know**, **like**, **love**, **own**, **seem**, **understand**.

DON'T SAY: I've **been owning** this car for two years.

### GRAMMAR EXPANDER p. 118

Stative verbs: non-action and action meanings

## E GRAMMAR PRACTICE | Circle the correct verb to complete each statement.

- Last month I (**'ve applied to / applied to**) an aeronautical engineering program, but I still (**haven't been receiving / haven't received**) an acceptance letter. It's really hard to get in, and I'm a little pessimistic because no one I know (**was / has been**) accepted recently.
- Marlo and Emma (**haven't been signing up / haven't signed up**) for the teacher development program yet. That's a problem because the in-class sessions (**have started / started**) last week. Lately, however, more and more people (**have been taking / took**) the course remotely.

## F GRAMMAR PRACTICE | On a separate sheet of paper, write five questions to ask someone about his or her career or education plans. Use the present perfect, the simple past tense, the present perfect continuous, and appropriate adverbs.

### PRONUNCIATION LESSON p. 134

Sentence stress and intonation: review



## COMMUNICATION ACTIVATOR

## Now let's discuss career and study plans.

### A CONVERSATION MODEL | Read and listen.

- A: So, Andy, what brings you here today?  
B: I'd like some advice. I've been considering taking up hotel management.  
A: Hotel management. Correct me if I'm wrong, but weren't you studying marine biology?  
B: I was. But I've given it some thought, and I've decided I'm not cut out for science.  
A: OK. So how can I help?  
B: Well, I'd like to enroll in a good program. I was hoping you could steer me in the right direction.  
A: Give me a day or two to look into it. I'll get back to you before the end of the week.  
B: That's great.  
A: My pleasure. And I'd be more than happy to write you a recommendation if you decide to apply.

**Social language**  
Confirm something you believe to be true with "Correct me if I'm wrong."

### 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. Start like this: So, what brings you here today? Be sure to change roles and then partners. (Option: Use the Unit 1 Energizer Worksheet.)

### KEEP TALKING! ...

- Explain why your career or course of study wasn't a good fit.
- Ask questions about why a new career or course of study is more appealing.
- Say as much as you can.

▶ Watch the video for ideas!



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

UNIT 1



**A** READING | Read an article about résumés. Which résumé style do you think is best?

## Résumé ABCs

A résumé is the single most important document in a job search. Your résumé is a summary of your work history, skills, and education, the key word being "summary." Unlike a CV or "curriculum vitae," which is more complete and has no restriction on length, a résumé should be short and limited to information an employer would consider relevant to the needs of a specific position. A good rule of thumb is one to two pages maximum. Even better is only one page—so long as it includes all relevant information.

The sole purpose of your résumé is to generate an employer's interest in interviewing you, as opposed to other potential candidates, for a particular job. Since it is estimated that employers typically spend only 7 seconds reviewing a résumé, the selection and presentation of your information should be strategic, highlighting those facts that would make you seem like a good fit.

The two most common ways to organize a résumé are *chronologically* (by jobs you've had, with your most recent jobs first) and *functionally* (by skills you have). The chronological and functional résumés contain the same information, but are organized according to those two plans.\*

Once you have gathered the information to include, you can find templates online, ranging from simple and direct to highly designed. All you have to do is insert your own information into the template. You can then tweak it to personalize it to your taste.

### QUICK TIPS

- Stick to one of the common formats.
- Select a readable font, such as Arial, Calibri, or Times New Roman, in 11- or 12-point size. Use—but don't overuse—capital letters and boldface type to help feature certain facts.
- Save your file in PDF format so formatting will be preserved on all computer screens.
- Name your file with your name and the name of a position you are applying for, such as MaryJones\_GraphicDesigner.pdf so it has a serious, professional feel.
- Watch your grammar! If you are describing experience that is completed, use the past tense. If you are describing something you are still doing, use the present tense. Use transitive verbs when possible. (Example: Say "Managed mail room" instead of "Was responsible for mail room.")
- Avoid spelling errors! Don't mix British and American spellings. Choose one and stick to it.
- It's OK to use first person ("I"). But stay consistent and don't mix it with third person ("she" or "he").
- List your experience before your education, unless you haven't yet graduated.
- Don't engage in exaggerated self-praise. State your strengths, but stay modest.
- Don't make any claims that are untrue.

All résumés should include the following information:

- your name and contact information
- a short statement of your career objective (your goals) OR a short profile of your abilities (your achievements)
- a list of the positions you have held
- your education
- your skills
- additional relevant information (certifications, languages, interests)



### KATHERINE POOLE

75 Highland Boulevard  
Springfield, NM 87174  
kpkp@gmail.com

**GOAL:** Manage a city-wide afterschool sports program for teens

#### EXPERIENCE

- |                                                |              |
|------------------------------------------------|--------------|
| • North Orange, New Jersey, Public Schools     | 2019-present |
| Guidance counselor at Colton High School       |              |
| Health education teacher at Colton High School |              |
| Hockey Coach for Sutton Middle School team     |              |
| Gym teacher at middle and high schools         |              |
| • Benton City, New York, Tillis Magnet School  | 2017-2019    |
| Gymnastics instructor                          |              |
| Girls' basketball coach                        |              |
| Tennis mentor for first-year students          |              |
| Assistant Physical Education Department Head   |              |
| • Newark, New Jersey, Robertson Middle School  | 2016-2017    |
| Substitute gym teacher                         |              |

#### EDUCATION

State University of New Jersey, Orchard City, NJ: BA in  
Physical Education

#### REFERENCES

Available upon request

\* A third, less common, type combines both the functional and chronological formats. It's called the "combination" format and is sometimes chosen by people with complex and diverse experience.

**B** UNDERSTAND FROM CONTEXT | Complete each statement about the words in the article.

- 1 A chronological employment history is organized by (dates / skills).
- 2 When information is relevant to a particular job it is (related to / unnecessary for) that job.
- 3 A candidate for a job is a person who is being (accepted by / considered for) that job.
- 4 An objective is something you want to (achieve / reject).
- 5 A format is a style of (organizing / checking) information.
- 6 A template is a readymade design that can guide you as you (find a job / create a document).

