

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	CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING / SOFT SKILL
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 	<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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation of questions 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Confirm content Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write a short description of a classmate <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Capitalization <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Respect: Demonstrate respect for what other people say
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 	<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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for key information Listen for errors <p>Pronunciation</p> <ul style="list-style-type: none"> Rising intonation to confirm understanding 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Scan for facts Make personal connections 	<p>Task</p> <ul style="list-style-type: none"> Write about your tastes in entertainment <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> The sentence <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Enthusiasm: Use verbal cues to show that you're paying attention
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 	<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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Listen for key information <p>Pronunciation</p> <ul style="list-style-type: none"> <u>Can</u> / <u>can't</u> 	<p>Texts</p> <ul style="list-style-type: none"> A personal abilities self-test An illustrated conversation An advice website A feelings self-test <p>Skills / Strategies</p> <ul style="list-style-type: none"> Confirm content Understand details 	<p>Task</p> <ul style="list-style-type: none"> Write a conversation between two people: a school advisor and a student OR two colleagues <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Punctuation of statements and questions <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Conflict resolution: Politely introduce a different opinion
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>) 	<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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details Listen to classify Listen to confirm content <p>Pronunciation</p> <ul style="list-style-type: none"> Linking sounds 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Classify Identify similarities 	<p>Task</p> <ul style="list-style-type: none"> Write a description of the similarities and differences between two people in your extended family <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Combining sentences with <u>and</u> or <u>but</u> <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Open-mindedness: Offer a new perspective on an issue
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) 	<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" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to infer Listen for details Understand from context <p>Pronunciation</p> <ul style="list-style-type: none"> <u>The</u> 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Confirm content 	<p>Task</p> <ul style="list-style-type: none"> Write about eating out in your country <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Connecting words or ideas: <u>and</u> and <u>in addition</u> <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Creativity: Generate many ideas in response to an open-ended prompt

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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 <p>GRAMMAR EXPANDER</p> <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 	<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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to infer Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Intonation of questions 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Activate language from a text Interpret an infographic Understand from context 	<p>Task</p> <ul style="list-style-type: none"> Write about an electronic device that is important to you <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Placement of adjectives: before nouns and after the verb <u>be</u> <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Empathy: Share common experiences
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 <u>be</u> The simple past tense: Statements The simple past tense: Questions <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> The past tense of <u>be</u>: form The simple past tense: more about usage and form Spelling rules for regular verbs 	<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" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> The three simple past tense endings for regular verbs 	<p>Texts</p> <ul style="list-style-type: none"> A vacation activities preference test An illustrated conversation A passenger boarding pass A magazine travel column <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Draw conclusions 	<p>Task</p> <ul style="list-style-type: none"> Write about a vacation you took <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Time order <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Willingness to learn more: Confirm understanding of what someone said
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 <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Direct and indirect objects Superlative adjectives: spelling rules Comparatives and superlatives (review) 	<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 . . .?" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for key information <p>Pronunciation</p> <ul style="list-style-type: none"> Contrastive stress for clarification 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Identify the main idea Understand from context Apply ideas 	<p>Task</p> <ul style="list-style-type: none"> Write an explanation for visitors to your country of the do's and don'ts for appropriate dress <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Connecting ideas with <u>because</u> and <u>since</u> <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Intercultural competence: Demonstrate your awareness that cultures differ
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 <u>go</u> Recreation equipment Parts of the body Accidents and injuries 	<ul style="list-style-type: none"> <u>Have to</u> / <u>has to</u> Modals <u>should</u> and <u>could</u> <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> <u>Have to</u> / <u>has to</u>: form and common errors <u>Have to</u> / <u>has to</u>: information questions <u>Should</u> and <u>could</u>: information questions Modals: common errors <u>Can</u> and <u>be able to</u>: present and past forms 	<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 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen for main ideas Listen for details <p>Pronunciation</p> <ul style="list-style-type: none"> Sound reduction of <u>to</u> in <u>have to</u> / <u>has to</u> 	<p>Texts</p> <ul style="list-style-type: none"> A brochure for a popular health club An illustrated conversation An article about physical therapy <p>Skills / Strategies</p> <ul style="list-style-type: none"> Scan for facts 	<p>Task</p> <ul style="list-style-type: none"> Write about the outdoor activities you like and don't like <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> The paragraph <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Empathy: Show others that you care about their hardships
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"> <u>Would like</u> + an infinitive <u>Be going to</u> + base form <p>GRAMMAR EXPANDER</p> <ul style="list-style-type: none"> Other ways to express future wishes <u>Would love</u> / <u>would prefer</u> / <u>would hate</u> + infinitive Other ways to express the future 	<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" 	<p>Listening Skills</p> <ul style="list-style-type: none"> Listen to confirm content Listen for details Make personal connections <p>Pronunciation</p> <ul style="list-style-type: none"> <u>Be going to</u> + base form 	<p>Texts</p> <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 <p>Skills / Strategies</p> <ul style="list-style-type: none"> Understand from context Infer a point of view 	<p>Task</p> <ul style="list-style-type: none"> Write about your idea of a perfect job <p>WRITING HANDBOOK</p> <ul style="list-style-type: none"> Connecting contradictory ideas <p>SOFT SKILLS BOOSTER</p> <ul style="list-style-type: none"> Optimism: Offer encouragement to others

Reference Charts	page 124
Grammar Expander	page 126
Writing Handbook	page 145
Soft Skills Booster	page 154