THIRD EDITION

SUMMIT 1

ENGLISH FOR TODAY'S WORLD

JOAN SASLOW
ALLEN ASCHER

LEARNING OBJECTIVES

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Use <u>I'd say</u> to soften an assertive opinion • Use <u>I don't see [myself] that way</u> to politely contradict another's statement • Say <u>I see [you] as</u> to explain your own point of view • Use <u>tend to</u> and <u>seem to</u> to make generalizations	• Listen to activate grammar • Listen to classify • Listen for main ideas • Listen for details • Understand meaning from context **PRONUNCIATION BOOSTER** • Content words and function words	**Texts:** • A survey about positive and negative outlooks • Descriptions of other people's behavior • A newspaper article about a creative solution to a problem **Skills / strategies:** • Understand idioms and expressions • Determine the main idea • Understand meaning from context • Summarize	**Task:** • Write about your outlook on a world problem **Skill:** • Paragraph structure: Review
• Use <u>To tell the truth</u>, <u>To be honest</u>, and <u>I hate to say it, but</u> to politely introduce a contrary opinion	• Listen to activate vocabulary • Listen for main ideas • Listen for supporting information • Listen to take notes • Listen for details **PRONUNCIATION BOOSTER** • Intonation patterns	**Texts:** • A survey about musical memories • Commentaries about enjoying the arts • A short biography **Skills / strategies** • Understand idioms and expressions • Infer information • Identify supporting details • Express and support an opinion	**Task:** • Describe your interests and personality **Skill:** • Parallel structure
• Use <u>You know, …</u> to introduce a new topic of conversation • Use <u>I hate to say it, but</u> to introduce negative information • Ask <u>What do you mean?</u> to invite someone to elaborate • Say <u>That's a shame</u> to show empathy • Say <u>I'll think about that</u> when you're non-committal about someone's suggestion	• Listen for details • Listen to activate vocabulary • Listen to confirm content • Listen to summarize • Listen to evaluate **PRONUNCIATION BOOSTER** • Sentence rhythm: thought groups	**Texts:** • A spending habits self-test • Interview responses about financial goals • A guide to charitable giving **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Draw conclusions • Express and support an opinion	**Task:** • Write a personal statement about how you manage financial responsibilities **Skill:** • Organizing information by degrees of importance
• Use <u>Can I ask you a question about…?</u> to introduce a subject you are unsure of • Use <u>I mean</u> to elaborate on a prior statement or question • Use <u>Actually,</u> to assert a point of view • Begin a question with <u>So</u> to affirm understanding of someone's earlier statement • Say <u>I think that might be …</u> to gently warn that something is inappropriate	• Listen for main ideas • Listen for details • Listen to summarize **PRONUNCIATION BOOSTER** • Linking sounds	**Texts:** • Descriptions of personal style • An article about the evolution of "business casual" attire • An article about questionable cosmetic procedures • Advertisements for cosmetic procedures **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Identify supporting details • Express and support an opinion	**Task:** • Write two paragraphs comparing tastes in fashion **Skill:** • Compare and contrast: Review
• Use <u>Do you mind…?</u> to ask permission to do something • Use <u>Not at all</u> to affirm that you are not bothered or inconvenienced • Use <u>That's very [considerate] of you</u> to thank someone for accommodating you	• Listen to summarize • Listen for details • Listen to confirm content • Listen to infer **PRONUNCIATION BOOSTER** • Unstressed syllables: vowel reduction to /ə/	**Texts:** • A questionnaire about community • Interview responses about pet peeves • A magazine article about urban crime • A website about community projects **Skills / strategies:** • Understand idioms and expressions • Classify • Understand meaning from context • Critical thinking	**Task:** • Write a formal letter of complaint **Skill:** • Formal letters: Review

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 6 **Animals** PAGE 62	• Exchange opinions about the treatment of animals • Discuss the pros and cons of certain pets • Compare animal and human behavior • Debate the value of animal conservation	• Categories of animals • Describing pets • Animal social groups and physical features	• Passive modals **GRAMMAR BOOSTER** • Modals and modal-like expressions: summary
UNIT 7 **Advertising and Consumers** PAGE 74	• Evaluate ways and places to shop • Discuss your reactions to ads • Discuss problem shopping behavior • Persuade someone to buy a product	• Verbs for shopping activities • Ways to persuade	• Passive forms of gerunds and infinitives **GRAMMAR BOOSTER** • The passive voice: review and expansion
UNIT 8 **Family Trends** PAGE 86	• Describe family trends • Discuss parent-teen issues • Compare generations • Discuss caring for the elderly	• Describing parent and teen behavior **Word Study:** • Transforming verbs and adjectives into nouns	• Repeated comparatives and double comparatives **GRAMMAR BOOSTER** • Making comparisons: review and expansion • Other uses of comparatives, superlatives, and comparisons with as…as
UNIT 9 **Facts, Theories, and Hoaxes** PAGE 98	• Speculate about everyday situations • Present a theory • Discuss how believable a story is • Evaluate the trustworthiness of news sources	• Degrees of certainty **Word Study:** • Adjectives with the suffix -able	• Perfect modals for speculating about the past: active and passive voice **GRAMMAR BOOSTER** • Perfect modals: short responses (active and passive voice)
UNIT 10 **Your Free Time** PAGE 110	• Suggest ways to reduce stress • Describe how you got interested in a hobby • Discuss how mobile devices affect us • Compare attitudes about taking risks	• Ways to describe people • Ways to reduce stress **Word Study:** • Adverbs of manner	• Expressing an expectation with be supposed to • Describing past repeated or habitual actions: would and the past continuous with always **GRAMMAR BOOSTER** • Be supposed to: expansion • Would: review • Grammar for Writing: placement of adverbs of manner

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• Use <u>I've heard</u> to introduce a commonly-held belief or opinion • Respond with <u>In what way?</u> to request further explanation • Use <u>For one thing</u> to introduce a first supporting argument • Use <u>And besides</u> to add another supporting argument • Use <u>But what if</u> to suggest a hypothetical situation	• Listen to activate vocabulary • Listen to define terms • Listen for examples • Listen for details **PRONUNCIATION BOOSTER** • Sound reduction	**Texts:** • Social media posts about treatment of animals • An article about animal conservation **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Recognize cause and effect	**Task:** • Write a persuasive essay about the treatment of animals **Skill:** • Supporting a point of view
• Say <u>Quick question</u> to indicate one wants some simple information • Introduce an opinion with <u>I find</u> • Say <u>That's good to know</u> to express satisfaction for information • Use <u>Why don't you…</u> to offer advice	• Listen to activate vocabulary • Listen to infer **PRONUNCIATION BOOSTER** • Vowel sounds /i/ and /ɪ/	**Texts:** • Self-tests about shopping mistakes and behavior • Descriptions of techniques used in advertising • Interview responses about compulsive shopping **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Identify supporting details	**Task:** • Write a summary of an article **Skill:** • Summarize and paraphrase someone's point of view
• Ask <u>Why's that?</u> to ask someone to elaborate on an opinion • Say <u>I suppose, but …</u> to signal partial agreement	• Listen to activate grammar • Listen to activate vocabulary • Listen for supporting information • Listen for details • Listen to compare and contrast **PRONUNCIATION BOOSTER** • Stress placement: prefixes and suffixes	**Texts:** • A survey about parents and teens • A brochure about falling birthrates • A report on the increase in global population of older people **Skills / strategies:** • Understand idioms and expressions • Summarize • Understand meaning from context • Critical thinking • Draw conclusions	**Task:** • Write a blog post of three or more paragraphs about advice for parents and teens **Skill:** • Avoiding run-on sentences and comma splices
• Use <u>I wonder</u> to introduce something you're not sure about • Say <u>I'm sure it's nothing</u> to indicate that something is probably not serious • Say <u>I suppose you're right</u> to acknowledge someone's point of view • Say <u>There must be a good explanation</u> to assure someone that things will turn out OK	• Listen to activate vocabulary • Listen for main ideas • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Reduction and linking in perfect modals in the passive voice	**Texts:** • A quiz about tricky facts • An article about Rapa Nui • Facts and theories about mysteries • An article about a UFO conspiracy theory • A survey about the trustworthiness of information sources **Skills / strategies:** • Understand idioms and expressions • Confirm point of view • Infer information	**Task:** • Write a news article about a mysterious event **Skill:** • Avoiding sentence fragments
• Say <u>Uh-oh</u> to indicate that you realize you've made a mistake • Use <u>I just realized</u> to acknowledge a mistake • Use <u>Well, frankly</u> to indicate that you are going to be honest about something • Use <u>It's just that</u> or <u>Let's face it</u> to introduce an honest criticism or assessment • Use <u>You know what?</u> to introduce a piece of advice	• Listen to activate vocabulary • Listen for main ideas • Listen for supporting details • Listen to understand meaning from context **PRONUNCIATION BOOSTER** • Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/	**Texts:** • A survey about free time • Descriptions of how people got interested in their hobbies • An article about the impact of mobile devices • A survey about mobile device usage **Skills / strategies:** • Understand idioms and expressions • Understand meaning from context • Identify supporting details • Infer point of view	**Task:** • Write a critique of an article **Skill:** • Presenting and supporting opinions clearly

What is *Summit?*

Summit is a two-level high-intermediate to advanced communicative course that develops confident, culturally fluent English speakers able to navigate the social, travel, and professional situations they will encounter as they use English in their lives. *Summit* can follow the intermediate level of any communicative series, including the four-level *Top Notch* course.

Summit delivers immediate, demonstrable results in every class session through its proven pedagogy and systematic and intensive recycling of language. Each goal- and achievement-based lesson is tightly correlated to the Can-Do Statements of the Common European Framework of Reference (CEFR). The course is fully benchmarked to the Global Scale of English (GSE).

Each level of *Summit* contains material for 60 to 90 hours of classroom instruction. Its full array of additional print and digital components can extend instruction to 120 hours if desired. Furthermore, the entire *Summit* course can be tailored to blended learning with its integrated online component, *MyEnglishLab*. *Summit* offers more ready-to-use teacher resources than any other course available today.

NEW This third edition represents a major revision of content and has a greatly increased quantity of exercises, both print and digital. Following are some key new features:

- **Conversation Activator Videos** to build communicative competence
- **Discussion Activator Videos** to increase quality and quantity of expression
- A **Test-Taking Skills Booster** (and **Extra Challenge Reading Activities**) to help students succeed in the reading and listening sections of standardized tests
- An **Understand Idioms and Expressions** section in each unit increases the authenticity of student spoken language

Award-Winning Instructional Design*

Demonstrable confirmation of progress

Every two-page lesson has a clearly stated communication goal and culminates in a guided conversation, free discussion, debate, presentation, role play, or project that achieves the goal. Idea framing and notepadding activities lead students to confident spoken expression.

Cultural fluency

Summit audio familiarizes students with a wide variety of native and non-native accents. Discussion activities reflect the topics people of diverse cultural backgrounds talk about in their social and professional lives.

Explicit vocabulary and grammar

Clear captioned illustrations and dictionary-style presentations, all with audio, take the guesswork out of meaning and ensure comprehensible pronunciation. Grammar is embedded in context and presented explicitly for form, meaning, and use. The unique "Recycle this Language" feature encourages active use of newly learned words and grammar during communication practice.

Active listening syllabus

More than 50 listening tasks at each level of *Summit* develop critical thinking and crucial listening comprehension skills such as listen for details, main ideas, confirmation of content, inference, and understand meaning from context.

**Summit is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.*

Conversation and Discussion Activators

Memorable conversation models with audio provide appealing natural social language and conversation strategies essential for post-secondary learners. Rigorous Conversation Activator and Discussion Activator activities with video systematically stimulate recycling of social language, ensuring it is not forgotten. A unique Pronunciation Booster provides lessons and interactive practice, with audio, so students can improve their spoken expression.

Systematic writing skills development

Summit teaches the conventions of correct English writing so students will be prepared for standardized tests, academic study, and professional communication. Lessons cover key writing and rhetorical skills such as using parallel structure and avoiding sentence fragments, run-on sentences, and comma splices. Intensive work in paragraph and essay development ensures confident and successful writing.

Reading skills and strategies

Each unit of *Summit* builds critical thinking and key reading skills and strategies such as paraphrasing, drawing conclusions, expressing and supporting an opinion, and activating prior knowledge. Learners develop analytical skills and increase fluency while supporting their answers through speaking.

*We wish you and your students enjoyment and success with **Summit**. We wrote it for you.*
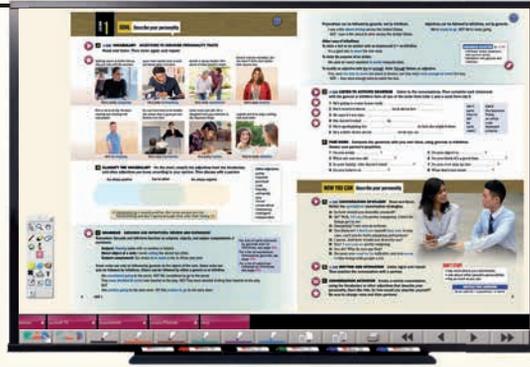Joan Saslow and Allen Ascher

ActiveTeach

Maximize the impact of your *Summit* lessons. Digital Student's Book pages with access to all audio and video provide an interactive classroom experience that can be used with or without an interactive whiteboard (IWB). It includes a full array of easy-to-access digital and printable features.

For class presentation . . .

- **NEW** Conversation Activator videos: increase students' confidence in oral communication
- **NEW** Discussion Activator videos: increase quality and quantity of expression
- **NEW** Extra Grammar Exercises: ensure mastery of grammar
- **NEW** Extra Challenge Reading Activities: help students succeed at standardized proficiency tests.

PLUS

- Interactive Whiteboard tools, including zoom, highlight, links, notes, and more.
- ▶ Clickable Audio: instant access to the complete classroom audio program
- *Summit TV* Video Program: fully-revised authentic TV documentaries as well as unscripted on-the-street interviews, featuring a variety of regional and non-native accents

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- *Summit TV* teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- *Summit TV* activity worksheets

For assessment . . .

- Ready-made unit and review achievement tests with options to edit, add, or delete items.

MyEnglishLab

An optional online learning tool

- **NEW** Immediate, meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- **NEW** Grammar Coach videos for general reference
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

Ready-made Summit Web Projects provide authentic application of lesson language.

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

- A set of Audio CDs, as an alternative to the clickable audio in ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- **NEW** The app *Summit Go* allows access anytime, anywhere and lets students practice at their own pace. The entire audio program is also available for students at www.english.com/summit3e.

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in ActiveTeach

For more information: www.pearsonelt.com/summit3e