

THIRD EDITION

# SUMMIT 2

ENGLISH FOR TODAY'S WORLD

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# LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 1</b> <b>Dreams and Goals</b> PAGE 2	<ul style="list-style-type: none"> <li>Ask about someone's background</li> <li>Discuss career and study plans</li> <li>Compare your dreams and goals in life</li> <li>Describe job qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Job applications</li> <li>Collocations for career and study plans</li> <li>Describing dreams and goals</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Collocations with <u>have</u> and <u>get</u> 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 BOOSTER</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>UNIT 2</b> <b>Character and Responsibility</b> PAGE 14	<ul style="list-style-type: none"> <li>Describe the consequences of lying</li> <li>Express regret and take responsibility</li> <li>Explore where values come from</li> <li>Discuss how best to help others</li> </ul>	<ul style="list-style-type: none"> <li>Taking or avoiding responsibility</li> <li>Philanthropic work</li> </ul>	<ul style="list-style-type: none"> <li>Adjective clauses: review and expansion</li> <li>"Comment" clauses</li> </ul> <b>GRAMMAR BOOSTER</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>UNIT 3</b> <b>Fears, Hardships, and Heroism</b> PAGE 26	<ul style="list-style-type: none"> <li>Express frustration, empathy, and encouragement</li> <li>Describe how fear affects you physically</li> <li>Discuss overcoming handicaps and hardships</li> <li>Examine the nature of heroism</li> </ul>	<ul style="list-style-type: none"> <li>Expressing frustration, empathy, and encouragement</li> <li>Physical effects of fear</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Using parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Clauses with <u>no matter</u></li> <li>Using <u>so</u> ... (<u>that</u>) or <u>such</u> ... (<u>that</u>) to explain results</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Embedded questions: review and common errors</li> <li>Non-count nouns made countable</li> <li>Nouns used in both countable and uncountable sense</li> </ul>
<b>UNIT 4</b> <b>Getting Along with Others</b> PAGE 38	<ul style="list-style-type: none"> <li>Discuss how to overcome shortcomings</li> <li>Acknowledge inconsiderate behavior</li> <li>Explain how you handle anger</li> <li>Explore the qualities of friendship</li> </ul>	<ul style="list-style-type: none"> <li>Shortcomings</li> <li>Expressing and controlling anger</li> </ul>	<ul style="list-style-type: none"> <li>Adverb clauses of condition</li> <li>Cleft sentences: review and expansion</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Grammar for Writing: more conjunctions and transitions</li> <li>Cleft sentences: more on meaning and use</li> </ul>
<b>UNIT 5</b> <b>Humor</b> PAGE 50	<ul style="list-style-type: none"> <li>Discuss the health benefits of laughter</li> <li>Respond to something funny</li> <li>Analyze what makes us laugh</li> <li>Explore the limits of humor</li> </ul>	<ul style="list-style-type: none"> <li>Ways to respond to jokes and other funny things</li> <li>Common types of jokes</li> <li>Practical jokes</li> </ul>	<ul style="list-style-type: none"> <li>Indirect speech: backshifts in tense and time expressions</li> <li>Questions in indirect speech</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Imperatives in indirect speech</li> <li>Changes to pronouns and possessives</li> <li><u>Say</u>, <u>tell</u>, and <u>ask</u></li> <li>Other reporting verbs</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <u>Thanks for asking</u> to express appreciation for someone's interest.</li> <li>Use <u>Correct me if I'm wrong, but ...</u> to tentatively assert what you believe about someone or something.</li> <li>Say <u>I've given it some thought and ...</u> to introduce a thoughtful opinion.</li> <li>Informally ask for directions by saying <u>Steer me in the right direction</u>.</li> <li>Say <u>As a matter of fact</u> to present a relevant fact.</li> <li>Offer assistance with <u>I'd be more than happy to</u>.</li> <li>Say <u>I really appreciate it</u> to express gratitude.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen to confirm content</li> <li>Listen for supporting details</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</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>An application for employment</li> <li>An article about two famous people</li> <li>An article about good and bad interview behavior</li> <li>A job advertisement</li> <li>A résumé</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Confirm information</li> <li>Apply ideas</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a traditional cover letter to an employer</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>A formal cover letter</li> </ul>
<ul style="list-style-type: none"> <li>Admit having made a mistake by apologizing with <u>I'm really sorry, but ...</u></li> <li>Confirm that someone agrees to an offer with <u>if that's OK</u>.</li> <li>Use <u>That's really not necessary</u> to politely turn down an offer.</li> <li>Take responsibility for a mistake by saying <u>Please accept my apology</u>.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to infer information</li> <li>Listen to support an opinion</li> <li>Listen for main ideas</li> <li>Listen to classify</li> <li>Listen to confirm content</li> <li>Listen for point of view</li> <li>Listen to summarize</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</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 lying</li> <li>A textbook article about the development of values</li> <li>Dictionary entries</li> <li>Short biographies</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Relate to personal experience</li> <li>Classify vocabulary using context</li> <li>Critical thinking</li> </ul>	<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>
<ul style="list-style-type: none"> <li>Ask <u>Is something wrong?</u> to express concern about someone's state of mind.</li> <li>Ask <u>What's going on?</u> to show interest in the details of someone's problem.</li> <li>Begin an explanation with <u>Well, basically</u> to characterize a problem in few words.</li> <li>Say <u>Hang in there</u> to offer support to someone facing a difficulty.</li> <li>Say <u>Anytime</u> to acknowledge someone's appreciation and minimize what one has done.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to predict</li> <li>Listen to activate parts of speech</li> <li>Listen for details</li> <li>Listen to retell a story</li> <li>Listen to summarize</li> </ul> <p><b>PRONUNCIATION BOOSTER</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 fearful you are</li> <li>Interview responses about how fear affects people physically</li> <li>An article about Marlee Matlin</li> <li>Profiles of three heroes</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Summarize</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a short report about a dangerous or frightening event</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Reducing adverbial clauses</li> </ul>
<ul style="list-style-type: none"> <li>Introduce an uncomfortable topic with <u>there's something I need to bring up</u>.</li> <li>Say <u>I didn't realize that</u> to acknowledge a complaint about your behavior.</li> <li>Use <u>I didn't mean to ...</u> to apologize for and summarize someone's complaint.</li> <li>Say <u>On the contrary</u> to assure someone that you don't feel the way they think you might.</li> <li>Say <u>I can see your point</u> to acknowledge someone's point of view.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to summarize the main idea</li> <li>Listen to infer information</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</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>Profiles about people's shortcomings</li> <li>Descriptions of different workshops</li> <li>An article on friendship</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Apply ideas</li> <li>Relate to personal experience</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a three-paragraph essay presenting a solution to a common shortcoming</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Transitional topic sentences</li> </ul>
<ul style="list-style-type: none"> <li>Exclaim <u>You've got to see this!</u> to urge someone to look at something.</li> <li>Introduce a statement with <u>Seriously</u> to insist someone not hesitate to take your suggestion.</li> <li>Say <u>That's priceless</u> to strongly praise something.</li> <li>Agree informally with <u>Totally</u>.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to summarize</li> <li>Listen to take notes</li> <li>Listen to apply ideas</li> </ul> <p><b>PRONUNCIATION BOOSTER</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>A self-test about your sense of humor</li> <li>An article about the health benefits of laughter</li> <li>An article about the theories of humor</li> <li>Descriptions of practical jokes</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Critical thinking</li> <li>Classify</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a true or imaginary story</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Writing dialogue</li> </ul>

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Troubles While Traveling</b> PAGE 62	<ul style="list-style-type: none"> <li>Describe some causes of travel hassles</li> <li>Express gratitude for a favor while traveling</li> <li>Discuss staying safe on the Internet</li> <li>Talk about lost, stolen, or damaged property</li> </ul>	<ul style="list-style-type: none"> <li>Travel nouns</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Past participles as noun modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Unreal conditional sentences: continuous forms</li> <li>Unreal conditional statements with <u>if it weren't for ...</u> / <u>if it hadn't been for ...</u></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The conditional: summary and extension</li> </ul>
<b>UNIT 7</b> <b>Mind Over Matter</b> PAGE 74	<ul style="list-style-type: none"> <li>Suggest that someone is being gullible</li> <li>Examine superstitions for believability</li> <li>Talk about the power of suggestion</li> <li>Discuss phobias</li> </ul>	<ul style="list-style-type: none"> <li>Ways to express disbelief</li> <li>Expressions with <u>mind</u></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>Indirect speech: <u>it</u> + a passive reporting verb</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Article usage: summary</li> <li>Definite article: additional uses</li> <li>More non-count nouns with both a countable and an uncountable sense</li> <li>Grammar for Writing: indirect speech with passive reporting verbs</li> </ul>
<b>UNIT 8</b> <b>Performing at Your Best</b> PAGE 86	<ul style="list-style-type: none"> <li>Discuss your talents and strengths</li> <li>Suggest ways to boost intelligence</li> <li>Explain how you produce your best work</li> <li>Describe what makes someone a "genius"</li> </ul>	<ul style="list-style-type: none"> <li>Expressions to describe talents and strengths</li> <li>Adjectives that describe aspects of intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Using auxiliary <u>do</u> for emphatic stress</li> <li>The subjunctive</li> </ul> <b>GRAMMAR BOOSTER</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>UNIT 9</b> <b>What Lies Ahead?</b> PAGE 98	<ul style="list-style-type: none"> <li>Discuss the feasibility of future technologies</li> <li>Evaluate applications of innovative technologies</li> <li>Discuss how to protect our future environment</li> <li>Examine future social and demographic trends</li> </ul>	<ul style="list-style-type: none"> <li>Innovative technologies</li> <li>Ways to express a concern about consequences</li> <li>Describing social and demographic trends</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice: the future, the future as seen from the past, and the future perfect</li> <li>The passive voice in unreal conditional sentences</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Grammar for Writing: when to use the passive voice</li> </ul>
<b>UNIT 10</b> <b>An Interconnected World</b> PAGE 110	<ul style="list-style-type: none"> <li>React to news about global issues</li> <li>Describe the impact of foreign imports</li> <li>Discuss the pros and cons of globalization</li> <li>Suggest ways to avoid culture shock</li> </ul>	<ul style="list-style-type: none"> <li>Phrasal verbs to discuss issues and problems</li> </ul>	<ul style="list-style-type: none"> <li>Separability of transitive phrasal verbs</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Phrasal verbs: expansion</li> </ul>

Reference Charts .....	page 122
Grammar Booster .....	page 128
Pronunciation Booster .....	page 143
Test-Taking Skills Booster .....	page 151

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Ask a stranger for help with <u>I wonder if you could do me a favor</u>.</li> <li>Agree to offer assistance with <u>How can I help?</u></li> <li>Confirm willingness to perform a favor with <u>I'd be happy to</u>.</li> <li>Introduce a statement of relief with <u>It's a good thing</u>.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to infer</li> <li>Listen to activate grammar</li> <li>Listen for main ideas</li> <li>Listen to confirm content</li> <li>Listen to understand meaning from context</li> <li>Listen for details</li> <li>Listen to summarize</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Regular past participle endings</li> <li>Reduction in perfect modals</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A travel tips contest</li> <li>Interview responses about travel hassles</li> <li>An article about the dangers of public Wi-Fi</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Paraphrase</li> <li>Find supporting details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write an essay comparing and contrasting two means of transportation</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>A comparison and contrast essay</li> </ul>
<ul style="list-style-type: none"> <li>Call someone's attention to an outrageous claim with <u>Can you believe this?</u></li> <li>Express surprise at someone's gullibility with <u>Oh, come on</u>.</li> <li>Use <u>That's got to be</u> to underscore a conclusion.</li> <li>Add <u>I guess</u> to an opinion one isn't sure about.</li> <li>Express extreme agreement to another's opinion with <u>You can say that again</u>.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to confirm content</li> <li>Listen to summarize</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A website about superstitions</li> <li>An article about the placebo and nocebo effects</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Infer meaning</li> <li>Draw conclusions</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a four-paragraph essay on superstitions</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Subject / verb agreement: expansion</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Guess what?</u> to introduce exciting news.</li> <li>Use <u>I can't make up my mind between ...</u> to signal indecision.</li> <li>Use <u>I wouldn't say ...</u> to express modesty or doubt.</li> <li>Support a statement or point of view with <u>I've been told that</u>.</li> <li>Provide support for someone's decision with <u>I don't think you can go wrong</u>.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen to infer</li> <li>Listen for supporting details</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Emphatic stress with auxiliary verbs</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A quiz on emotional intelligence</li> <li>An article on whether intelligence can be increased</li> <li>An article on staying on target</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Apply ideas</li> <li>Relate to personal experience</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a three-paragraph essay about the challenges of staying focused</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Explaining cause and result</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>For one thing</u> to introduce an important first argument.</li> <li>Say <u>Well, if you ask me ...</u> to offer an opinion.</li> <li>Use <u>I mean</u> to clarify what you just said.</li> <li>Say <u>I see your point</u> to concede the value of someone else's opinion.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to identify point of view</li> <li>Listen to confirm content</li> <li>Listen to infer information</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Reading aloud</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey on future predictions</li> <li>An article on how people in the past envisioned the future</li> <li>An article on what some people are doing to protect the environment</li> <li>Dictionary entries</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Draw conclusions</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a four- or five-paragraph essay about the future</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>The thesis statement in a formal essay</li> </ul>
<ul style="list-style-type: none"> <li>Begin a statement with <u>Can you believe ...</u> to introduce surprising, exciting, or disturbing information.</li> <li>Use <u>But on the bright side</u> to change a negative topic to something more positive.</li> <li>Begin a statement with <u>It just goes to show you ...</u> to emphasize a point.</li> <li>Say <u>Well, that's another story</u> to acknowledge a positive or negative change of topic.</li> <li>Begin a statement with <u>You'd think ...</u> to express frustration with a situation.</li> </ul>	<p><b>Listening Skills:</b></p> <ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to summarize</li> <li>Listen to confirm information</li> <li>Listen to understand meaning from context</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Intonation of tag questions</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A quiz on English in today's world</li> <li>News stories about global issues and problems</li> <li>People's opinions about foreign imports</li> <li>An article about the pros and cons of globalization</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting ideas</li> <li>Interpret information in a graph</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a four-paragraph essay to rebut an opposing view about globalization</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Rebutting an opposing point of view</li> </ul>

## TO THE TEACHER

### 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.

### 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

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

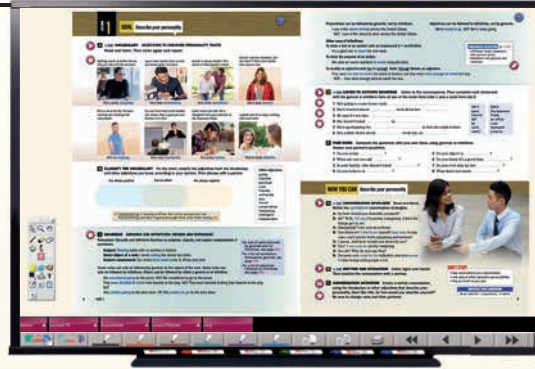


## ActiveTeach

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.



### 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.

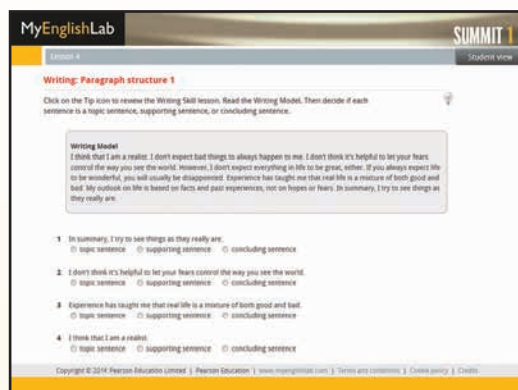
### PLUS

- 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

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

## 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

## 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](http://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](http://www.pearsonelt.com/summit3e)