



**RAHNAMA**  
P R E S S

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THIRD EDITION

# SUMMIT 1B

JOAN SASLOW ALLEN ASCHER

with WORKBOOK



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# LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p><b>UNIT 1</b></p> <p><b>1</b></p> <p><b>Outlook and Behavior</b></p> <p>PAGE 2</p>	<ul style="list-style-type: none"> <li>Describe your personality</li> <li>Discuss someone's behavior</li> <li>Compare perspectives on world problems</li> <li>Discuss creative ways to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe personality traits</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Adjective suffixes <b>-ful</b> and <b>-less</b></li> </ul>	<ul style="list-style-type: none"> <li>Gerunds and infinitives: review and expansion</li> <li>Verbs that require a noun or pronoun before an infinitive</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Infinitives: review, expansion, and common errors</li> <li>Grammar for writing: parallelism with gerunds and infinitives</li> </ul>
<p><b>UNIT 2</b></p> <p><b>2</b></p> <p><b>Music and Other Arts</b></p> <p>PAGE 14</p>	<ul style="list-style-type: none"> <li>Describe how you've been enjoying the arts</li> <li>Express a negative opinion politely</li> <li>Describe a creative personality</li> <li>Discuss the benefits of the arts</li> </ul>	<ul style="list-style-type: none"> <li>Elements of music</li> <li>Negative descriptions of music</li> <li>Describing creative personalities</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Using participial adjectives</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect continuous</li> <li>Cleft sentences with <b>What</b></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Finished and unfinished actions: summary</li> <li>Noun clauses: review and expansion</li> <li>Grammar for Writing: noun clauses as adjective and noun complements</li> </ul>
<p><b>UNIT 3</b></p> <p><b>3</b></p> <p><b>Money, Finance, and You</b></p> <p>PAGE 26</p>	<ul style="list-style-type: none"> <li>Express buyer's remorse</li> <li>Talk about financial goals and plans</li> <li>Discuss good and bad money management</li> <li>Explain reasons for charitable giving</li> </ul>	<ul style="list-style-type: none"> <li>Describing spending styles</li> <li>Expressing buyer's remorse</li> <li>Good and bad money management</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>Expressing regrets about the past: <b>wish</b> + past perfect; <b>should have / ought to have</b> + past participle; <b>if only</b> + past perfect.</li> <li>Completed future actions and plans: The future perfect and perfect infinitives</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>The past unreal conditional: inverted form</li> <li>The future continuous</li> <li>The future perfect continuous</li> </ul>
<p><b>UNIT 4</b></p> <p><b>4</b></p> <p><b>Clothing and Appearance</b></p> <p>PAGE 38</p>	<ul style="list-style-type: none"> <li>Describe clothing details and formality</li> <li>Talk about changes in clothing customs</li> <li>Examine questionable cosmetic procedures</li> <li>Discuss appearance and self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives to describe fashion</li> <li>Describing clothes</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Compound words with <b>self-</b></li> </ul>	<ul style="list-style-type: none"> <li>Quantifiers: review and expansion</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li><b>A few / few; a little / little</b></li> <li>Quantifiers: using <b>of</b> for specific reference</li> <li>Quantifiers used without referents</li> <li>Grammar for Writing: subject-verb agreement of quantifiers followed by <b>of</b></li> </ul>
<p><b>UNIT 5</b></p> <p><b>5</b></p> <p><b>Communities</b></p> <p>PAGE 50</p>	<ul style="list-style-type: none"> <li>Politely ask someone not to do something</li> <li>Complain about public conduct</li> <li>Suggest ways to avoid being a victim of urban crime</li> <li>Discuss the meaning of community</li> </ul>	<ul style="list-style-type: none"> <li>Types of locations</li> <li>Community service activities</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Using negative prefixes to form antonyms</li> </ul>	<ul style="list-style-type: none"> <li>Possessive gerunds</li> <li>Paired conjunctions</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Conjunctions with <b>so, too, neither, or not either</b></li> <li><b>So, too, neither, or not either:</b> short responses</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <b>I'd say</b> to soften an assertive opinion</li> <li>Use <b>I don't see [myself] that way</b> to politely contradict another's statement</li> <li>Say <b>I see [you] as</b> to explain your own point of view</li> <li>Use <b>tend to</b> and <b>seem to</b> to make generalizations</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to classify</li> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Understand meaning from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Content words and function words</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about positive and negative outlooks</li> <li>Descriptions of other people's behavior</li> <li>A newspaper article about a creative solution to a problem</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Determine the main idea</li> <li>Understand meaning from context</li> <li>Summarize</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write about your outlook on a world problem</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Paragraph structure: Review</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>To tell the truth</b>, <b>To be honest</b>, and <b>I hate to say it, but</b> to politely introduce a contrary opinion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting information</li> <li>Listen to take notes</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Intonation patterns</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about musical memories</li> <li>Commentaries about enjoying the arts</li> <li>A short biography</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Infer information</li> <li>Identify supporting details</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe your interests and personality</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>You know...</b> to introduce a new topic of conversation</li> <li>Use <b>I hate to say it, but</b> to introduce negative information</li> <li>Ask <b>What do you mean?</b> to invite someone to elaborate</li> <li>Say <b>That's a shame</b> to show empathy</li> <li>Say <b>I'll think about that</b> when you're non-committal about someone's suggestion</li> </ul>	<ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to activate vocabulary</li> <li>Listen to confirm content</li> <li>Listen to summarize</li> <li>Listen to evaluate</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sentence rhythm: thought groups</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A spending habits self-test</li> <li>Interview responses about financial goals</li> <li>A guide to charitable giving</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> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a personal statement about how you manage financial responsibilities</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Organizing information by degrees of importance</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>Can I ask you a question about...?</b> to introduce a subject you are unsure of</li> <li>Use <b>I mean</b> to elaborate on a prior statement or question</li> <li>Use <b>Actually</b>, to assert a point of view</li> <li>Begin a question with <b>So</b> to affirm understanding of someone's earlier statement</li> <li>Say <b>I think that might be...</b> to gently warn that something is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Listen for main ideas</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>Linking sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Descriptions of personal style</li> <li>An article about the evolution of "business casual" attire</li> <li>An article about questionable cosmetic procedures</li> <li>Advertisements for cosmetic procedures</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 details</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write two paragraphs comparing tastes in fashion</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast: Review</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>Do you mind...?</b> to ask permission to do something</li> <li>Use <b>Not at all</b> to affirm that you are not bothered or inconvenienced</li> <li>Use <b>That's very [considerate] of you</b> to thank someone for accommodating you</li> </ul>	<ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen for details</li> <li>Listen to confirm content</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Unstressed syllables: vowel reduction to /ə/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A questionnaire about community</li> <li>Interview responses about pet peeves</li> <li>A magazine article about urban crime</li> <li>A website about community projects</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Classify</li> <li>Understand meaning from context</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a formal letter of complaint</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Formal letters: Review</li> </ul>

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Animals</b> PAGE 62	<ul style="list-style-type: none"> <li>Exchange opinions about the treatment of animals</li> <li>Discuss the pros and cons of certain pets</li> <li>Compare animal and human behavior</li> <li>Debate the value of animal conservation</li> </ul>	<ul style="list-style-type: none"> <li>Categories of animals</li> <li>Describing pets</li> <li>Animal social groups and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Passive modals</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Modals and modal-like expressions: summary</li> </ul>
<b>UNIT 7</b> <b>Advertising and Consumers</b> PAGE 74	<ul style="list-style-type: none"> <li>Evaluate ways and places to shop</li> <li>Discuss your reactions to ads</li> <li>Discuss problem shopping behavior</li> <li>Persuade someone to buy a product</li> </ul>	<ul style="list-style-type: none"> <li>Verbs for shopping activities</li> <li>Ways to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms of gerunds and infinitives</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The passive voice: review and expansion</li> </ul>
<b>UNIT 8</b> <b>Family Trends</b> PAGE 86	<ul style="list-style-type: none"> <li>Describe family trends</li> <li>Discuss parent-teen issues</li> <li>Compare generations</li> <li>Discuss caring for the elderly</li> </ul>	<ul style="list-style-type: none"> <li>Describing parent and teen behavior</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Transforming verbs and adjectives into nouns</li> </ul>	<ul style="list-style-type: none"> <li>Repeated comparatives and double comparatives</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Making comparisons: review and expansion</li> <li>Other uses of comparatives, superlatives, and comparisons with <u>as...as</u></li> </ul>
<b>UNIT 9</b> <b>Facts, Theories, and Hoaxes</b> PAGE 98	<ul style="list-style-type: none"> <li>Speculate about everyday situations</li> <li>Present a theory</li> <li>Discuss how believable a story is</li> <li>Evaluate the trustworthiness of news sources</li> </ul>	<ul style="list-style-type: none"> <li>Degrees of certainty</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Adjectives with the suffix <u>-able</u></li> </ul>	<ul style="list-style-type: none"> <li>Perfect modals for speculating about the past: active and passive voice</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Perfect modals: short responses (active and passive voice)</li> </ul>
<b>UNIT 10</b> <b>Your Free Time</b> PAGE 110	<ul style="list-style-type: none"> <li>Suggest ways to reduce stress</li> <li>Describe how you got interested in a hobby</li> <li>Discuss how mobile devices affect us</li> <li>Compare attitudes about taking risks</li> </ul>	<ul style="list-style-type: none"> <li>Ways to describe people</li> <li>Ways to reduce stress</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Expressing an expectation with <u>be supposed to</u></li> <li>Describing past repeated or habitual actions: <u>would</u> and the past continuous with <u>always</u></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li><u>Be supposed to</u>: expansion</li> <li><u>Would</u>: review</li> <li>Grammar for Writing: placement of adverbs of manner</li> </ul>

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Grammar Booster .....	page 134
Pronunciation Booster .....	page 145
Test-Taking Skills Booster .....	page 156

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <b>I've heard</b> to introduce a commonly-held belief or opinion</li> <li>Respond with <b>In what way?</b> to request further explanation</li> <li>Use <b>For one thing</b> to introduce a first supporting argument</li> <li>Use <b>And besides</b> to add another supporting argument</li> <li>Use <b>But what if</b> to suggest a hypothetical situation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to define terms</li> <li>Listen for examples</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sound reduction</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Social media posts about treatment of animals</li> <li>An article about animal conservation</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>Recognize cause and effect</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a persuasion about the treatment of animals</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Supporting a point of view</li> </ul>
<ul style="list-style-type: none"> <li>Say <b>Quick question</b> to indicate one wants some simple information</li> <li>Introduce an opinion with <b>I find</b></li> <li>Say <b>That's good to know</b> to express satisfaction for information</li> <li>Use <b>Why don't you...</b> to offer advice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds /i/ and /ɪ/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Self-tests about shopping mistakes and behavior</li> <li>Descriptions of techniques used in advertising</li> <li>Interview responses about compulsive shopping</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 details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a summary of an article</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase someone's point of view</li> </ul>
<ul style="list-style-type: none"> <li>Ask <b>Why's that?</b> to ask someone to elaborate on an opinion</li> <li>Say <b>I suppose, but...</b> to signal partial agreement</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to activate vocabulary</li> <li>Listen for supporting information</li> <li>Listen for details</li> <li>Listen to compare and contrast</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Stress placement: prefixes and suffixes</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about parents and teens</li> <li>A brochure about falling birthrates</li> <li>A report on the increase in global population of older people</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Summarize</li> <li>Understand meaning from context</li> <li>Critical thinking</li> <li>Draw conclusions</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a blog post of three or more paragraphs about advice for parents and teens</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences and comma splices</li> </ul>
<ul style="list-style-type: none"> <li>Use <b>I wonder</b> to introduce something you're not sure about</li> <li>Say <b>I'm sure it's nothing</b> to indicate that something is probably not serious</li> <li>Say <b>I suppose you're right</b> to acknowledge someone's point of view</li> <li>Say <b>There must be a good explanation</b> to assure someone that things will turn out OK</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Reduction and linking in perfect modals in the passive voice</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A quiz about tricky facts</li> <li>An article about Rapa Nui</li> <li>Facts and theories about mysteries</li> <li>An article about a UFO conspiracy theory</li> <li>A survey about the trustworthiness of information sources</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Confirm point of view</li> <li>Infer information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a news article about a mysterious event</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>
<ul style="list-style-type: none"> <li>Say <b>Uh-oh</b> to indicate that you realize you've made a mistake</li> <li>Use <b>I just realized</b> to acknowledge a mistake</li> <li>Use <b>Well, frankly</b> to indicate that you are going to be honest about something</li> <li>Use <b>It's just that</b> or <b>Let's face it</b> to introduce an honest criticism or assessment</li> <li>Use <b>You know what?</b> to introduce a piece of advice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting details</li> <li>Listen to understand meaning from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about free time</li> <li>Descriptions of how people got interested in their hobbies</li> <li>An article about the impact of mobile devices</li> <li>A survey about mobile device usage</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 details</li> <li>Infer point of view</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a critique of an article</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Presenting and supporting opinions clearly</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 notepad 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.

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*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

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*We wish you and your students enjoyment and success with **Summit**. We wrote it for you.*

Joan Saslow and Allen Ascher

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UNIT

**6**

**Animals**

**COMMUNICATION GOAL**

- 1 Exchange opinions about the treatment of animals
- 2 Discuss the pros and cons of certain pets
- 3 Compare animal and human behavior
- 4 Debate the value of animal conservation

**PREVIEW**

**A FRAME YOUR IDEAS** Complete the activity. With a partner, explain your choices. Which categories of animals invite the most negative or positive responses?

**YOUR ATTITUDES TOWARD ANIMALS** Write one or more of the adjectives below.

**INVERTEBRATES**

- a bee
- a spider
- a worm

**FISH**

- a goldfish
- an eel

**AMPHIBIANS**

- a salamander
- a frog

**BIRDS**

- a parrot
- an eagle

**REPTILES**

- a crocodile
- a snake
- a lizard

**MAMMALS**

- a lion
- a horse
- a rabbit
- a monkey
- a mouse
- a dolphin
- a sheep
- a dog
- an elephant

**ADJECTIVES**

attractive cute dangerous disgusting energetic fascinating  
frightening funny hardworking independent intelligent  
lazy noisy patient quiet relaxed tasty ugly useful

**B** 3:14 **VOCABULARY CATEGORIES OF ANIMALS** Look at the categories and photos in Exercise A. Listen and repeat.

**C DISCUSSION** Discuss the questions.

- 1 Would your responses have been different if any of the animals had been babies instead of adults? How?
- 2 Did any other physical factors affect your choices, such as color or size? In what ways?
- 3 Did any experiences you've had with any of these animals affect your choices? How?

**D** ▶ 3:15 **SPOTLIGHT** Read and listen to a conversation over lunch at an international meeting. Notice the spotlighted language.

**Pam:** Nice picture. Hey, are those your cats?

**Karina:** Yeah, they're my babies. We've had the gray one a long time. She's almost seventeen now.

**Pam:** No way! She still looks so healthy. What about the white one?

**Karina:** We think he's pretty young. Actually, he was hanging around outside our house all summer, and it didn't seem like anyone was taking care of him. We **felt sorry for** him, so we took him in.

**Pam:** Lucky cat! He looks like a member of the family now. But I'll bet the older one wasn't too crazy about having a new cat around.

**Karina:** Well, he thinks he's still a kitten; he just wants to play all the time. But I'd say she **puts up with** him pretty well. She's really patient.

**Pam:** From the picture, it looks like she's the one **in charge**

**Karina:** Definitely. She doesn't fool around. If he gets too rough, she knows how to **put him in his place**. Hey, do you have any pets?

**Pam:** No, we don't. When we feel like being around animals, we go to the zoo.

**Karina:** Actually, I'm not too crazy about zoos. I just don't think animals should be **cooped up** in small cages.

**Pam:** Normally I'd agree with you. But our local zoo isn't like that at all. The larger mammals have plenty of outdoor space. It's pretty humane, I think.

**Karina:** Well, that's good. I guess we shouldn't just assume that animals in captivity aren't treated well.



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Find each expression in Spotlight. Then complete the statements.

- When Karina says they "felt sorry for" the younger cat, she means they ..... him.  
a apologized to                      b were concerned about                      c were annoyed with
- When she says the older cat "puts up with" the younger one, she means the older cat .....  
a is annoyed with him                      b accepts his behavior                      c is concerned about him
- When she says the gray cat is the one "in charge," she means the gray cat .....  
a obeys the white one                      b is obeyed by the white one                      c is older than the white one
- When she says the gray cat put the white one "in his place," she means the gray one .....  
a is the boss                      b isn't the boss                      c is his friend
- When she refers to animals being "cooped up in" cages, she means they .....  
a are made comfortable                      b don't get to go outside                      c often go outdoors


**F PAIR WORK** Choose one or more of these topics. Tell your partner about:

- a time when you or someone you know felt sorry for an animal and took it in.
- a time when someone's pet had to put up with another animal.
- a home where the pet was the one in charge.

**SPEAKING GROUP WORK** Discuss the questions.


- 1 Do you care if an animal is cooped up in a cage? Why or why not? Are there times when an animal should be?
- 2 Which animals on page 62 do you think need lots of outdoor space? Why?

**A** ▶ 3:16 **GRAMMAR SPOTLIGHT** Read the social media posts. Notice the spotlighted grammar.




**David Suchet** June 30 / Seattle, USA

I really feel sorry for animals that are mistreated. Does anyone else get as fed up as I do about their inhumane treatment? In my opinion, animals **should never be killed** just for sport or entertainment. Hunting, bullfighting, and any other "sport" that involves the killing of defenseless animals **should be completely banned**. And the idea that monkeys or dogs **have to be used** in medical research seems ridiculous to me. What do you all think? Is inhumane treatment of animals ever justified?



**Reiko Yamamoto** July 1 / Atami, Japan

Maybe you're right about killing animals for sport, but don't you think the needs of people **should sometimes be considered**? For example, it seems clear to me that small mammals like mice or rabbits **have to be used** for medical research to make sure new medications are safe. It just **can't be avoided**. Otherwise, new medical treatments **might not be discovered**. We can't fool around when it comes to medicine.



**Marie Colbert** July 1 / Lyon, France

I agree with Reiko—people first. But that doesn't mean animals **should be treated** inhumanely. I'm sure research methods **could be improved**. And recently I was reading about factory farms that raise chickens or beef cattle, and I was shocked at how crowded and filthy the conditions were. I know animals **have to be slaughtered** for food, but I'm sure they **could be raised** more humanely.

**B EVALUATE IDEAS** Do you agree with any of the opinions expressed in the posts? Why or why not?

**GRAMMAR BOOSTER** p. 134  
• Modals and modal-like expressions: summary

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR PASSIVE MODALS**

**Remember:** We use the passive voice to focus on the receiver of an action rather than the person or thing that performs the action. Form passive modals with a modal + **be** and a past participle.

- Conditions for cattle on factory farms **could be improved**.
- Alternatives to using mice for research **might be found**.
- The hunting of bears **should be prohibited**.
- Traditions like bullfighting **have to\* be preserved**.

**\*Note:** Have to is a modal-like expression, not a true modal. It has two present forms: **have** and **has**. It uses **Do** or **Does** in questions and **don't** and **doesn't** in negative statements.

**Yes / no questions**

- Should** chickens **be cooped up** in cages?
- Can't** factory chicken farms **be shut down**?
- BUT Do** large mammals **have to be kept** in zoos?

**Information questions**

- Why shouldn't** reptiles or amphibians **be used** for research?
- Why must** all animals' lives **be respected**?
- How might** people's attitudes **be changed**?

**Remember:**  
**have to** = obligatory  
**don't have to** = not obligatory  
**must OR must not** = obligatory

**D NOTICE THE GRAMMAR** Find one passive modal in Spotlight on page 63.

**E UNDERSTAND THE GRAMMAR** With a partner, decide who the performer of the action is. Then choose the active or passive voice to complete each statement.

- 1 People (should treat / should be treated) animals humanely.
- 2 Large mammals like lions (shouldn't keep / shouldn't be kept) in zoos.
- 3 In order to help people with disabilities, dogs (have to train / have to be trained) when they are young.
- 4 They say people (can teach / can be taught) bears to do tricks like dancing or standing up on command.
- 5 Horses (shouldn't force / shouldn't be forced) to run in races.
- 6 Sometimes, in order to protect people, aggressive dogs that live on the street (have to kill / have to be killed).

“ In item 1, **people** is the performer of the action. ”

**F GRAMMAR PRACTICE** Write sentences, using passive modals.

- 1 People / shouldn't / allow to hunt elephants. ....
- 2 New medicines / might / discover through animal research. ....
- 3 Monkeys / shouldn't / keep as pets. ....
- 4 A lot / could / do to improve conditions for cattle on factory farms. ....
- 5 The treatment of research animals / must / improve. ....
- 6 Can't / zoos / use for performing scientific research to protect animals? .....
- 7 Why / chickens / have to / raise in such crowded conditions? .....

## NOW YOU CAN Exchange opinions about the treatment of animals

**A DISCUSSION ACTIVATOR** Use the ideas to exchange opinions with a partner about the ways animals are used or treated. Ask and answer questions, using passive modals. Say as much as you can.

“ Do you think animals **have to be used** for medical research? I do. We can't experiment on humans, can we? ”

“ Actually, I don't think animals **should be treated** that way. I think it's morally wrong. ”

**B SUMMARIZE THE DISCUSSION**  
Compare your classmates' opinions about the treatment of animals. Does the majority of the class share the same opinions?

### Ideas

- using animals in medical research
- slaughtering animals for food
- keeping animals in zoos
- raising animals for sports, such as racing or fighting
- killing animals for their hides and fur



a fur coat

### RECYCLE THIS LANGUAGE

#### Express an opinion

- I think [it's morally wrong].
- I believe [it's OK under some circumstances].
- I feel [it's wrong no matter what].
- I'm in favor of \_\_\_\_ .
- I'm opposed to \_\_\_\_ .

#### Disagree

- I see what you mean, but \_\_\_\_ .
- That's one way to look at it, but \_\_\_\_ .
- On the one hand \_\_\_\_ , but on the other hand \_\_\_\_ .
- I completely disagree.

#### Agree

- I couldn't agree with you more.
- I completely agree.
- You're so right.

## PREVIEW

## 1 Complete the conversations with phrases from the box.

cooped up	in charge	put you in your place
feel sorry for	put up with	

- A: I \_\_\_\_\_ the animals at the pet store.  
B: Why?  
A: They're \_\_\_\_\_ in the store all day.  
B: I know. But hopefully they'll find good homes soon.
- A: The neighbor's dog is driving me crazy.  
B: Why? What's it doing?  
A: It barks all night. I can't \_\_\_\_\_ it any longer.
- A: I tried to give Sara some advice on caring for her parrot, but she told me to mind my own business.  
B: Oh. I guess she \_\_\_\_\_.
- A: How do your kids like the new puppy?  
B: They love him! But he needs to be trained; he doesn't obey us yet.  
A: Yes, you need to let him know that you're \_\_\_\_\_.

## 2 Match each animal with the adjective that best describes it. Write the letter on the line.

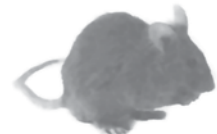
- strong
- quiet
- brave
- hairy
- blind
- slow
- fat
- cute



1. \_\_\_\_\_ a bat



2. \_\_\_\_\_ an ox



3. \_\_\_\_\_ a mouse



4. \_\_\_\_\_ a kitten



5. \_\_\_\_\_ a lion



6. \_\_\_\_\_ a pig



7. \_\_\_\_\_ a gorilla



8. \_\_\_\_\_ a snail

**3** A simile is an expression that compares two things, using the words like or as. Use your answers from Exercise 2 to write animal similes with as.

- |                             |          |
|-----------------------------|----------|
| 1. <u>as blind as a bat</u> | 5. _____ |
| 2. _____                    | 6. _____ |
| 3. _____                    | 7. _____ |
| 4. _____                    | 8. _____ |

**4** Complete the sentence about yourself with a simile.

I'm \_\_\_\_\_.

Now use some of the similes from Exercise 3 to describe people you know, famous people, or fictional characters.

- My boss is as blind as a bat.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**LESSON 1**

**5** Complete the sentences in the passive voice with should and a verb from the box. Some verbs will be used more than once.

allow	give	keep	protect	provide	treat
-------	------	------	---------	---------	-------

- Animals on large farms \_\_\_\_\_ humanely.
- They \_\_\_\_\_ with healthy food.
- They \_\_\_\_\_ with clean drinking water.
- They \_\_\_\_\_ to interact with other animals.
- The animals \_\_\_\_\_ space to move around.
- They \_\_\_\_\_ from predators.
- They \_\_\_\_\_ for illness or injury.
- They \_\_\_\_\_ comfortable in extreme weather.

**6** Complete the sentences with passive modals.

- Dogfighting is illegal in all fifty U.S. states. Dogs \_\_\_\_\_ for fighting in the United States.  
(can't / raise)
- Animals \_\_\_\_\_ for sport or entertainment. Hunting, animal fighting, animal racing, and use of animals in circuses should be illegal in all countries.  
(shouldn't / harm)

3. Animals \_\_\_\_\_ for their hides and fur. It's not necessary, because so many man-made materials that can keep people just as warm.  
(don't have to / kill)
4. The cruel practice of testing cosmetics on animals \_\_\_\_\_ if everyone buys only from companies that don't test on animals.  
(can / eliminate)
5. Pets \_\_\_\_\_ if there were more laws protecting them.  
(might not / mistreat)
6. Alternatives to animal testing \_\_\_\_\_ in the next decade.  
(might / develop)

**7** What can be done to promote the humane treatment of animals? List some ideas.

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## LESSON 2

**8** **READING** Read about the 8 most intelligent animals in the world.

A human baby learns most things from his/her mother, which reflects imitation in most habits. Then what about parrot's imitation skill of human speech, facial expressions of Apes or protecting power of dogs? aren't they intelligent? Here the list of 8 most intelligent animals in the world.

### Ant



Being the smallest member of animal kingdom ants don't have a large brain. The complex society and the communication system follow by the ants are very tricky and fascinating. For every human on Earth, there are 1.5 million ants in 12000 species. Ants evolved in the era when the dinosaurs roaming on Earth.

They started farming 50 million years before humans. They cultivate the fungus in leaves and then eat them. The trick is collectively known as fungus farming

Ants formed well-planned colonies that have thousands of miles in length, have different sections for farming, collecting foods and for gathering. Each ant colonies have a unique chemical identity through which they recognize the strangers.

### Crow



Crows are one of the largely populated bird species in the world. Being unafraid of human presence and with the baffling inborn intelligence they are smart enough to make trouble over humans. The tricks that used by crows for finding food and building nest reflects the unmatched intelligence of this species of bird.

Crows have the largest brain in bird species except for some special species of parrots. They are intelligent enough to recognize the human faces and to hide their food from other birds. Crows are also known for using different tools for their own advantages.

They used different tools like stones and pebbles to attack predators in the world of birds.

### Otters



Otters are the smallest marine mammal in the animal world. They are one of the playful animals used to live in the bank of rivers and ocean shores. Sea otters used tools like rocks to find food, to remove unwanted parts of fish and crabs.

Sea otters can smartly sense the presence of predators by catching the difference in vibrations of water. The childish actions of sea otter itself reflect its intelligence, will dance and make sliding at the bank of rivers and in mud.

### Octopus



Octopuses are most intelligent and sentient creature among invertebrates. The tricks they used for sensing the presence of enemies and finding show the intelligent power of octopuses.

Baby octopus easily learns the habits from other octopuses.

Octopus released a black ink type fluid at the time it discovered by others, have ability to dull the sense of smell.

Octopus have the ability to change the shapes of the body in many way to avoid predators.

### Whale



Several whale species are more like dolphins. But being very large in size, it is difficult task to train whales. At the same time the social behavior, communication techniques and imitation power shows by whales make them as one of the most intelligent animals.

Cognitive abilities through the presence of spindle cells within the brain.

Whales communicate each other by producing complex vocal tones.

### Elephant



Elephants have the largest brain than any other land animals. Elephants show extreme social and intelligent behaviors. Elephants are also one of the faithful companions of humans.

Extremely social animals, can easily learn from the surroundings.

Elephants can recognize hundreds of individual sounds.

Elephants show a range of emotions like joy, playfulness and sorrow.

Can mimic a wide range of sounds.



### Dolphin

Dolphins are world's third most intelligent animal in the world. Humans make use of intelligence of dolphins for solving many of the mysteries across world oceans.



Dolphins brain is big relative to its body size.

At resting time, only one side of the dolphin's brain sleeps, help to aware about the threats.

Dolphins are the only marine animal that passes the mirror test.

### Great Ape

Apes are the second most intelligent living organism in the world after humans. Apes follow extreme social life and express different types of emotions. The family of apes includes chimpanzees, orangutans, gorillas and bonobos.



Great Apes have ability to learn from surroundings.

Make their own home. Also use different tools for finding food. Defends enemies by using tools.

**9** Use information from the chart in Exercise 8 to answer the following questions.

1. Which animal started farming 50 million years before humans?
2. Which animal have the ability to change the shapes of the body in many away to avoid predators?
3. which animal can recognize hundreds of individual sounds?
4. which animal are the only marine animal that passes the mirror test?
5. communicate each other by producing complex vocal tones?



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