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THIRD EDITION

# SUMMIT 2A

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with WORKBOOK



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# LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<p><b>UNIT 1</b></p> <p><b>Dreams and Goals</b></p> <p>PAGE 2</p>	<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> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• Collocations with <b>have</b> and <b>get</b> 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> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Describing past actions and events: review</li> <li>• Stative verbs: non-action and action meanings</li> </ul>
<p><b>UNIT 2</b></p> <p><b>Character and Responsibility</b></p> <p>PAGE 14</p>	<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> <p><b>GRAMMAR BOOSTER</b></p> <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>
<p><b>UNIT 3</b></p> <p><b>Fears, Hardships, and Heroism</b></p> <p>PAGE 26</p>	<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> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• Using parts of speech</li> </ul>	<ul style="list-style-type: none"> <li>• Clauses with <b>no matter</b></li> <li>• Using <b>so ... (that)</b> or <b>such ... (that)</b> to explain results</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <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>
<p><b>UNIT 4</b></p> <p><b>Getting Along with Others</b></p> <p>PAGE 38</p>	<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> <p><b>GRAMMAR BOOSTER</b></p> <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>
<p><b>UNIT 5</b></p> <p><b>Humor</b></p> <p>PAGE 50</p>	<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> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>• Imperatives in indirect speech</li> <li>• Changes to pronouns and possessives</li> <li>• <b>Say, tell, and ask</b></li> <li>• Other reporting verbs</li> </ul>

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <b>Thanks for asking</b> to express appreciation for someone's interest.</li> <li>Use <b>Correct me if I'm wrong, but...</b> to tentatively assert what you believe about someone or something.</li> <li>Say <b>I've given it some thought and...</b> to introduce a thoughtful opinion.</li> <li>Informally ask for directions by saying <b>Steer me in the right direction</b>.</li> <li>Say <b>As a matter of fact</b> to present a relevant fact.</li> <li>Offer assistance with <b>I'd be more than happy to</b>.</li> <li>Say <b>I really appreciate it</b> 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 <b>I'm really sorry, but...</b></li> <li>Confirm that someone agrees to an offer with <b>if that's OK</b>.</li> <li>Use <b>That's really not necessary</b> to politely turn down an offer.</li> <li>Take responsibility for a mistake by saying <b>Please accept my apology</b>.</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 <b>Is something wrong?</b> to express concern about someone's state of mind.</li> <li>Ask <b>What's going on?</b> to show interest in the details of someone's problem.</li> <li>Begin an explanation with <b>Well, basically</b> to characterize a problem in few words.</li> <li>Say <b>Hang in there</b> to offer support to someone facing a difficulty.</li> <li>Say <b>Anytime</b> 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 <b>there's something I need to bring up</b>.</li> <li>Say <b>I didn't realize that</b> to acknowledge a complaint about your behavior.</li> <li>Use <b>I didn't mean to...</b> to apologize for and summarize someone's complaint.</li> <li>Say <b>On the contrary</b> to assure someone that you don't feel the way they think you might.</li> <li>Say <b>I can see your point</b> 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 <b>You've got to see this!</b> to urge someone to look at something.</li> <li>Introduce a statement with <b>Seriously</b> to insist someone not hesitate to take your suggestion.</li> <li>Say <b>That's priceless</b> to strongly praise something.</li> <li>Agree informally with <b>Totally</b>.</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> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>Past participles as noun modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Unreal conditional sentences: <i>if it weren't for ... / if it hadn't</i></li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <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 <i>mind</i></li> </ul> <p><b>Word Study:</b></p> <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: <i>it</i> + a passive reporting verb</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <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 <i>do</i> for emphatic stress</li> <li>The subjunctive</li> </ul> <p><b>GRAMMAR BOOSTER</b></p> <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> <p><b>GRAMMAR BOOSTER</b></p> <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> <p><b>GRAMMAR BOOSTER</b></p> <ul style="list-style-type: none"> <li>Phrasal verbs: expansion</li> </ul>

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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 and compare 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.

\**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.*

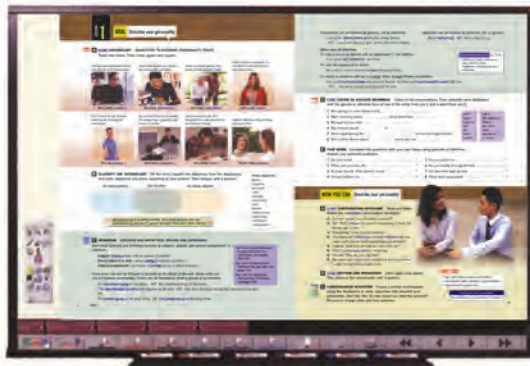
Joan Saslow and Allen Ascher

## 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.



### 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

### 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

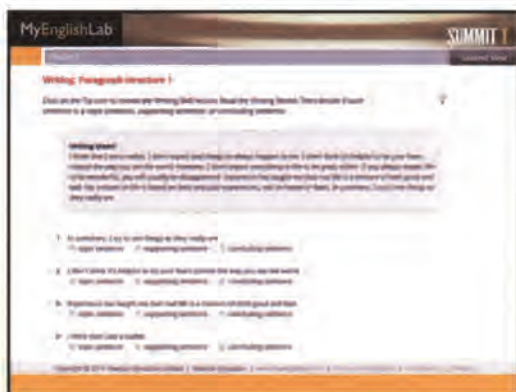
### For assessment . . .

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

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)



# Dreams and Goals

**COMMUNICATION GOALS**

- 1 Ask about someone's background
- 2 Discuss career and study plans
- 3 Compare your dreams and goals in life
- 4 Describe job qualifications

**PREVIEW**

**A FRAME YOUR IDEAS** Complete the first section of an application for employment, using real or invented information.

**Application for Employment**

**PERSONAL INFORMATION**

Name date of application

last  middle  first

Address  City  State / province  Country  Postal code / zip code

Contact Information

home telephone  cell phone  e-mail

Type of position sought  Available start date

**CURRENT EMPLOYMENT**

Are you currently employed?  yes  no If so, where?  How long have you worked there?

**EDUCATION**

	Name	Major field of study	Did you graduate?
High School	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
College or University	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>
Other Education	<input type="text" value=""/>	<input type="text" value=""/>	<input type="text" value=""/>

**SKILLS AND / OR TRAINING:** Please list skills and / or training you have had that may contribute to your ability to perform the position you seek.

**PREVIOUS EMPLOYMENT HISTORY**  
Please attach a list of previous positions and job responsibilities, starting with the most recent. Include the names and addresses of each company.

**STATEMENT OF GOALS**  
Please attach a short statement about your short-term and long-term employment goals.

To apply online, go to [getajob@jobco.com](mailto:getajob@jobco.com)

**B** ▶ 1:02 **VOCABULARY JOB APPLICATIONS** Find and circle these words and phrases in the application. Then listen and repeat.

**C** **ACTIVATE VOCABULARY** Look at how each word or phrase from Exercise B is used in the job application. Then on a separate sheet of paper, write a definition or synonym for each one.

**D** **PAIR WORK** What are some do's and don'ts for filling out a job application? With a partner, create a list of suggestions to help an applicant complete a job application successfully.

 employment  
contact information  
position  
start date  
training  
employment history

*Be neat and spell all words correctly.*

**ENGLISH FOR TODAY**

Understand a variety of  
Anne = Korean  
Nina = Spanish

**E** ▶ 1:03 **SPOTLIGHT** Read and listen to a conversation between two friends discussing career plans. Notice the spotlighted language.

**Anne:** Well, I finally sent in the applications.  
Now **it's just wait and see.**

**Nina:** How many schools did you end up applying to?

**Anne:** Ten. That's just about every single one within a hundred-mile radius!

**Nina:** Don't you think **that might be a little overkill?** You shouldn't have any trouble getting in, should you?

**Anne:** Well, the food industry's so trendy right now, and it's gotten pretty competitive. **I didn't want to take any chances.** This has been a lifelong dream of mine.

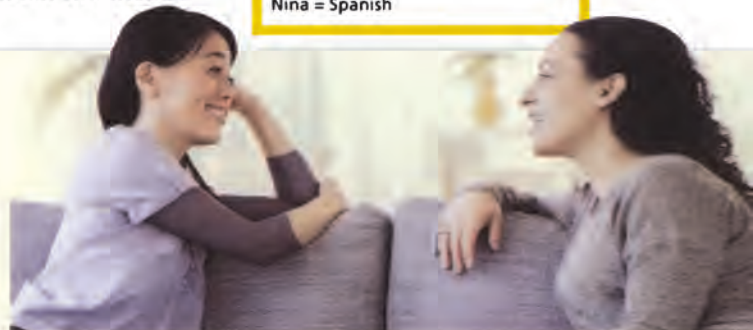
**Nina:** So which one's your first choice? I've read the Taste Institute's pretty good.

**Anne:** Actually, at first I'd been thinking of going there, but now **I've got my heart set on** the Culinary Center. I've heard it's far superior to the TI.

**Nina:** The Taste Institute? Really? Aren't chef schools all **six of one, half a dozen of the other?**

**Anne:** I would have thought so, but it turns out they're not.

**Nina:** How so?



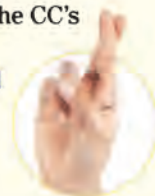
**Anne:** Well, the CC's training is more demanding. You've really got to work hard. And their certificate's got a lot more prestige. A CC certificate's a ticket to an interview with all the top restaurants.

**Nina:** And that's not true with the TI?

**Anne:** Apparently not. I did a lot of reading, and it seems that the TI's pretty **run-of-the-mill**—nothing wrong with it, but nothing particularly outstanding about it either. **All in all,** the CC's a better bet if I can get in.

**Nina:** Well, **I'll keep my fingers crossed** for you, Anne. Hope all your dreams come true.

**Anne:** Thanks! I appreciate that.



**F UNDERSTAND IDIOMS AND EXPRESSIONS** With a partner, paraphrase each of these expressions from Spotlight, saying each one a different way.

- |  |  |
|--|--|
| 1 "... it's just wait and see."          | 5 "... six of one, half a dozen of the other." |
| 2 "... that might be a little overkill?" | 6 "run-of-the-mill"                            |
| 3 "I didn't want to take any chances."   | 7 "all in all"                                 |
| 4 "I've got my heart set on ..."         | 8 "I'll keep my fingers crossed ..."           |

**G THINK AND EXPLAIN** Answer the following questions. Explain your answers.

- Why did Anne apply to so many schools?
- In your opinion, which of the two reasons Anne gives for preferring the Culinary Center is a better reason? Explain.
- What does Nina mean when she says, "Hope all your dreams come true"?

**SPEAKING** Which factors are the most important to you in choosing a job or career?

Rate each of the following on a scale of 1 to 5, with 1 being the most important. Then compare charts with a partner, explaining your ratings to each other.

The training period for the job is short.	The job has lots of prestige.
There's not too much competition in the field.	The field is trendy right now.
The work is interesting and fun.	The job doesn't require a lot of overtime work.
The pay is good.	The field contributes something important to the world.
The people in this field are interesting.	

**A** ▶ 1:04 **GRAMMAR SPOTLIGHT** Read about two famous people. Notice the **spotlighted** grammar.

## Kohei Uchimura



Kohei Uchimura is considered by some to be the greatest gymnast of all time. He **began** gymnastics very early in life. When Uchimura **joined** Japan's national team at the age of eighteen in 2007, he **had** already **been practicing** gymnastics for fifteen years. And since then, he **has competed** in world-class events year after year and **has won** many prizes and honors. Uchimura trains hard and consistently beats almost all his competition. Although Uchimura **had** already **won** many competitions before the

2012 Olympics, he **had** a close call there and **fell** as he **was dismounting** from the pommel horse. In spite of this, his team **managed** to win the silver medal, so the event **went** into his "win" record anyway. Uchimura has continued to win prize after prize ever since. Uchimura is renowned for the intensity of his concentration during practice. Surprisingly, however, for a world-class athlete, he is known to be pretty relaxed and has a normal life outside of the gym. He's been married since 2012, and he and his wife **had** their first child in 2013.

Singer, songwriter, and actress Lila Downs, whose mother was from Mexico and whose father was from the United States, **grew up** in both countries. She **had learned** to sing as a child and **had performed** with traditional mariachi bands before she **had** any formal training. She **attended** the Institute of Arts in Oaxaca and **studied** classical voice at the University of Minnesota. During the time Downs **was living** in the United States, she **became** more and more interested in the diverse cultural heritage of Mexico. To help support pride in those cultures,

Downs **learned** and **incorporated** a variety of indigenous Mexican languages into her songs. One of Downs's other passions is social justice, and the lyrics of some of her songs focus on the stories of workers who **migrated** from rural Mexico to the U.S. Downs has won many prizes, including a Grammy and a Latin Grammy. She and her husband **had been trying** for many years to have a baby, and in 2010, they **adopted** a son. The family travels together on Downs's international singing tours.



Lila Downs

**B DISCUSSION** Is it necessary to have formal training to be an elite athlete or a world-class singer? Support your opinion with reasons and examples.

**GRAMMAR BOOSTER** p. 128

Describing past actions and events: review

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR SIMULTANEOUS AND SEQUENTIAL PAST ACTIONS: REVIEW AND EXPANSION**

**Review: completed past actions: the simple past tense and the past perfect**

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

**When** Uchimura **entered** the stadium, the gymnastics event **began**. (= simultaneous completed actions)

Downs **studied** voice in the U.S. **in the years before** she **moved** back to Mexico. (= sequential completed actions)

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

Before Uchimura **completed** in the 2012 Olympics, he **had won** several world championships.

**Review: simultaneous actions in progress: the past continuous**

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

Lila Downs **was** already **singing** while I **was looking** for my seat.

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

The past perfect continuous can be used to focus on the fact that one past action was already in progress before another one occurred. (It often emphasizes the duration of the action.) Form the past perfect continuous with **had been** and a present participle. Describe the completed action with the simple past tense.

By the time Downs **moved** to the United States with her parents, she **had been performing** with mariachis for several years. How long **had** Uchimura **been training** before he **was asked** to join the Japan National Team?

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

Uchimura has competed in world-class events year after year.

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

Lila met her future husband, Paul, when [or while] she was working in Oaxaca.

DIGITAL  
MORE  
EXERCISES

**D** ▶ 1:05 **UNDERSTAND THE GRAMMAR** Listen to the conversations and circle the letter of the correct summary of the events. Listen again if necessary.

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

**E GRAMMAR PRACTICE** Complete the statements with the past perfect or past perfect continuous.

- 1 My brother (**had already won / had already been winning**) the swim meet when the diving competition began.
- 2 The house was completely dark when I got home because the family (**had gone / had been going**) to bed.
- 3 The audience (**had stood / had been standing**) in line for hours to buy tickets when they canceled the concert.
- 4 The women's tennis team (**had practiced / had been practicing**) on a grass court four times before today's event started.
- 5 My friend (**had already seen / had already been seeing**) Lila Downs in concert, so we decided not to go.

## NOW YOU CAN Ask about someone's background

**A FRAME YOUR IDEAS** Complete the questionnaire about your background.

Where were you born? \_\_\_\_\_ How long have you been living at your current address? \_\_\_\_\_

Where had you been living before you moved to your current address? \_\_\_\_\_

If you are married, when did you get married? \_\_\_\_\_ Where were you living then? \_\_\_\_\_

If you have children, what are their names and ages? \_\_\_\_\_

If you have a career, what is it? \_\_\_\_\_

How long have you been studying English? \_\_\_\_\_

If you divided your life into three periods, how would you describe each one?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

DIGITAL  
VIDEO

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

Where were you living when you got married?

**OPTIONAL WRITING** Write a one-page biography of your partner, using the information from your Discussion Activator. Put the biographies together in a notebook or post them on a class blog. Include pictures of the classmates.



**Lisa Lee**

Lisa has been living in Templeton Towers since February. Before that, she had been living with her family in Easton. She got married in January...



# Dreams and Goals

## PREVIEW

- 1 Complete the questionnaire.

# FIND YOUR DREAM JOB

Do you have your dream job? If not, and you're thinking of changing careers, or if you're just getting started in the working world, this worksheet can help you focus on what you really want to do. Take time to really think about the questions—your answers could determine your future!

1. If you could study any subject, what would it be?
2. What do you think are your strengths?
3. Ask your friends and family for their opinions about you. What do they think are your strengths?
4. If you suddenly had enough money that you didn't have to earn a living, what would you do with your time?
5. What are your hobbies?
6. Do you like working with people?  
Or do you prefer to work on your own?
7. Do you prefer working outdoors or inside? In an office, or in a setting where you're not tied to a desk?
8. Think about your friends and family. Does anyone have a job that you'd like to have? What is it?
9. What's a job you'd like to do, but you haven't considered it because you don't have the necessary education or training?

Now look at your answers. Do any skills, jobs, or work settings jump out at you? If not, what do your answers have in common? Is there a skill or an area of study that appears often in your answers? At the very least, your answers should give you food for thought about your ideal career.

FIND  
YOUR  
DREAM  
JOB



**2 Use each expression in a sentence. Use your own ideas.**

a little overkill	keep my fingers crossed
all in all	run of the mill
don't want to take any chances	six of one, half a dozen of the other
I've got my heart set on	wait and see

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**3 WHAT ABOUT YOU? Answer the questions.**

1. Have you ever considered changing your career or course of study? Why or why not?  
\_\_\_\_\_
2. What job do you see yourself doing in ten years?  
\_\_\_\_\_

**LESSON 1**

**4 Read the article. Notice the underlined verbs.**

## The Brooklyn Bridge:

### *A Story of Triumph*

Already an accomplished bridge designer in the mid-1800s, John Roebling wanted to pursue his greatest challenge yet: building a bridge connecting Manhattan with rapidly growing Brooklyn. However, this would be no ordinary bridge. It would span the East River, which flows in more than one direction and can be navigated by ships. The bridge would have to be tall enough for ships to pass under. Roebling's idea was not well received. No one had done anything like it, and experts claimed it was impossible. Many people even doubted the necessity of the bridge.

But Roebling persevered, and he drew up plans for the longest suspension bridge in the world at that time. In 1869 construction began. Roebling had been working on the construction site for only a month when his foot was crushed in a tragic accident. Weeks later he died of complications from the injury. John's son Washington, also an engineer, took over.

Another tragedy soon emphasized the hazards of the project. One stage of construction required workers to go below the river. The effects of the changes in air pressure going from under the river to the surface killed several men and left Washington Roebling paralyzed and unable to speak. But Washington wasn't giving up. He could move one of his fingers a little. He slowly developed a code of

communication with his wife Emily by tapping his finger on her arm. With her remarkable assistance, Washington continued to direct the project from his home. Emily took up studies in engineering to better understand Washington's plans. For thirteen years she oversaw work at the construction site.

Even before its opening on May 24, 1883, the bridge had come to symbolize triumph and ingenuity. Today the Brooklyn Bridge remains a tribute to perseverance and determination.



The Brooklyn Bridge connects the boroughs of Manhattan and Brooklyn in New York City.

Now complete the chart. Write the underlined verbs in the correct categories.

Simple past	Past perfect	Past continuous	Past perfect continuous
<u>wanted</u>			

**5** Complete the sentences. Use the correct form of each verb in parentheses.

- John Roebling \_\_\_\_\_ (try) to convince people of his plans for the bridge long before the project \_\_\_\_\_ (become) a reality.  
*past perfect continuous* *simple past*
- John \_\_\_\_\_ (die) before his son Washington \_\_\_\_\_ (take over) as chief engineer.  
*simple past* *simple past*
- Construction of the bridge \_\_\_\_\_ (lead) to tragedies and triumph in the Roebling family.  
*simple past*
- Emily Roebling \_\_\_\_\_ (study) engineering while her husband Washington \_\_\_\_\_ (give) orders for her to carry out.  
*past continuous* *past continuous*
- Emily \_\_\_\_\_ (help) Washington for thirteen years before the bridge \_\_\_\_\_ (be) finally complete.  
*past perfect continuous* *simple past*

**6** Circle the action that occurred first in each sentence.

1. (It had been raining for two weeks) when the sun finally came out.
2. He was taking a nap when suddenly the alarm clock woke him up.
3. Marianne decided to take action when she got tired of waiting.
4. By the time I found out the news, everyone had heard about it.
5. Mr. Green was waiting for a phone call when someone knocked on the door.
6. They had sent several messages to the company before they got a response.
7. Nancy had been engaged to someone else when she met Jonathan.
8. When the package finally arrived, they'd been expecting it for three weeks.
9. Jennifer saw the ad when she was looking through the newspaper.
10. I had called the office three times before I finally got hold of someone.

**7** Look at the cartoon. Then use appropriate tenses (simple past, past perfect, past continuous, or past perfect continuous) and the verbs in parentheses to complete the sentences. There may be more than one correct answer.



1. Bud \_\_\_\_\_ (consider) snowboarding down the mountain when Gretchen \_\_\_\_\_ (dare) him to do it.
2. Before Gretchen \_\_\_\_\_ (say) he should do it, Bud \_\_\_\_\_ (think) that snowboarding down the mountain was probably a bad idea.
3. Bud \_\_\_\_\_ (start) to snowboard down the mountain before Gretchen \_\_\_\_\_ (tell) him to stop.
4. When he \_\_\_\_\_ (hear) Gretchen yell, Bud \_\_\_\_\_ (get) really nervous.
5. While he \_\_\_\_\_ (roll) down the mountain, Bud \_\_\_\_\_ (decided) never to snowboard with Gretchen again.



**LESSON 2**

**8** Read the messages on this community website. Then complete the sentences using the phrases from the box.

four\_corners\_community.com

Want to change jobs? Check out our website: [Careerchange.com](http://Careerchange.com)

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**Performance beginners' class** (for people with no performance experience)  
Tuesdays and Thursdays at 7:00 in the Carter Gymnasium

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**Chef Wanted** 📧  
The Grand Hotel is looking for a master chef. Training and experience a must. Excellent pay and benefits. Send résumé to [Joe.Barker@GrandHotel.com](mailto:Joe.Barker@GrandHotel.com)

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Having trouble passing your university entrance exams? Not accepted into a program or school? Don't give up! Carlton Test Prep will teach you the exam skills you need to fulfill your dreams. Check us out on the web: [carltontestprep.com](http://carltontestprep.com)

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Not sure what to do with your life? Talk to a career counselor at [FourCornersCareers.com](http://FourCornersCareers.com). We can help you make important life choices.

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**Basic computer classes**  
6-week course. Our professional instructors will teach you everything you need to know! Morning and evening classes available. [ComputersMadeEasy.com](http://ComputersMadeEasy.com)




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**Ballard School of Design** is now accepting applications for the fall semester. Submit application and images of your work at [Ballarddesign.com](http://Ballarddesign.com)

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**Four Corners Theater Troupe** is looking for three actors to join its company for the upcoming season. Prior stage experience a must. Email [Emily.Rust@FCTheater.com](mailto:Emily.Rust@FCTheater.com)

accepted into	apply to	enroll in	sign up for	take up
apply for	decide on	rejected by	switch to	

1. People who want to \_\_\_\_\_ art school can \_\_\_\_\_ Ballard online.
2. People looking for a job as a chef should email Joe Barker in order to \_\_\_\_\_ a job.
3. People interested in learning basic computer skills can \_\_\_\_\_ a computer class.
4. Carlton Test Prep might be helpful for people who've been \_\_\_\_\_ a school or program because of low test scores.
5. The performance class is for people who want to \_\_\_\_\_ performance.
6. People who want to \_\_\_\_\_ a different job should look at [careerchange.com](http://careerchange.com).
7. People who can't \_\_\_\_\_ a career can go to the FourCornersCareers site to ask for advice.
8. Only three actors will be \_\_\_\_\_ the Four Corners Theater Troupe this season.

FULLY REVISED

THIRD EDITION

# SUMMIT 2A



**Summit** develops confident English speakers able to navigate the social and professional situations they will encounter in their lives. It delivers immediate, demonstrable results through its goals- and achievement-based pedagogy and continual recycling of language.

**Summit** offers more ready-to-use teacher resources than any course available today.

## Key features of the new edition

- All new and updated content
- Greatly increased grammar, reading, listening, and writing practice, plus extra digital exercises
- Conversation Activator videos to build communicative competence
- Discussion Activator videos to increase quality and quantity of expression
- A Test-Taking Skills Booster to help students succeed on standardized tests

## COMPLETE AND FLEXIBLE

■ **MyEnglishLab** is an online learning platform that offers personalized practice in all four skills, with feedback on errors and access to Grammar Coach videos.



■ **ActiveTeach** is a powerful multimedia teaching resource that includes a digital version of the Student's Book with interactive whiteboard tools, complete lesson plans, assessment tools, and access to audio, video, and interactive exercises, plus hundreds of printable extension activities.



■ Listen to the **Classroom Audio Program** anytime, anywhere: download the mp3 files from [www.english.com/summit3e](http://www.english.com/summit3e) or get the **Summit Go** app, which provides speed control, navigation, and audio transcripts.



■ **Student's Book** with or without MyEnglishLab

■ **Workbook**

■ **Teacher's Edition and Lesson Planner**

■ **Full-Course Placement Tests** printable and online

■ **Assessment** online in MyEnglishLab and printable from ActiveTeach

■ **Classroom Audio Program** (CDs)

**Summit 1** and **Summit 2** are designed to follow the four-level **Top Notch** course. **Top Notch** takes students from CEF A1 to B1+ (20-59 on the Global Scale of English).

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