

THIRD EDITION



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SUMMIT 2B

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with **WORKBOOK**



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WORKBOOK

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LEARNING OBJECTIVES

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

CONVERSATION STRATEGIES

- Use Thanks for asking to express appreciation for someone's interest.
- Use Correct me if I'm wrong, but ... to tentatively assert what you believe about someone or something.
- Say I've given it some thought and ... to introduce a thoughtful opinion.
- Informally ask for directions by saying Steer me in the right direction.
- Say As a matter of fact to present a relevant fact.
- Offer assistance with I'd be more than happy to.
- Say I really appreciate it to express gratitude.

LISTENING / PRONUNCIATION

- Listening Skills:**
- Listen to activate vocabulary
 - Listen for main ideas
 - Listen to confirm content
 - Listen for supporting details
 - Listen to infer

PRONUNCIATION BOOSTER

- Sentence stress and intonation: review

READING

- Texts:**
- An application for employment
 - An article about two famous people
 - An article about good and bad interview behavior
 - A job advertisement
 - A résumé

- Skills / strategies:**
- Understand idioms and expressions
 - Confirm information
 - Apply ideas

WRITING

- Task:**
- Write a traditional cover letter to an employer

- Skill:**
- A formal cover letter

- Admit having made a mistake by apologizing with I'm really sorry, but ...
- Confirm that someone agrees to an offer with if that's OK.
- Use That's really not necessary to politely turn down an offer.
- Take responsibility for a mistake by saying Please accept my apology.

- Listening Skills:**
- Listen to infer information
 - Listen to support an opinion
 - Listen for main ideas
 - Listen to classify
 - Listen to confirm content
 - Listen for point of view
 - Listen to summarize
 - Listen to draw conclusions

PRONUNCIATION BOOSTER

- Emphatic stress and pitch to express emotion

- Texts:**
- A survey about taking or avoiding responsibility
 - An article about lying
 - A textbook article about the development of values
 - Dictionary entries
 - Short biographies

- Skills / strategies:**
- Understand idioms and expressions
 - Relate to personal experience
 - Classify vocabulary using context
 - Critical thinking

- Task:**
- Write a college application essay

- Skill:**
- Restrictive and non-restrictive adjective clauses

- Ask Is something wrong? to express concern about someone's state of mind.
- Ask What's going on? to show interest in the details of someone's problem.
- Begin an explanation with Well, basically to characterize a problem in few words.
- Say Hang in there to offer support to someone facing a difficulty.
- Say Anytime to acknowledge someone's appreciation and minimize what one has done.

- Listening Skills:**
- Listen to predict
 - Listen to activate parts of speech
 - Listen for details
 - Listen to retell a story
 - Listen to summarize

PRONUNCIATION BOOSTER

- Vowel reduction to /ə/

- Texts:**
- A self-test about how fearful you are
 - Interview responses about how fear affects people physically
 - An article about Marlee Matlin
 - Profiles of three heroes

- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Summarize

- Task:**
- Write a short report about a dangerous or frightening event

- Skill:**
- Reducing adverbial clauses

- Introduce an uncomfortable topic with there's something I need to bring up.
- Say I didn't realize that to acknowledge a complaint about your behavior.
- Use I didn't mean to ... to apologize for and summarize someone's complaint.
- Say On the contrary to assure someone that you don't feel the way they think you might.
- Say I can see your point to acknowledge someone's point of view.

- Listening Skills:**
- Listen to activate grammar
 - Listen to summarize the main idea
 - Listen to infer information
 - Listen to draw conclusions

PRONUNCIATION BOOSTER

- Shifting emphatic stress

- Texts:**
- Profiles about people's shortcomings
 - Descriptions of different workshops
 - An article on friendship

- Skills / strategies:**
- Understand idioms and expressions
 - Understand meaning from context
 - Apply ideas
 - Relate to personal experience

- Task:**
- Write a three-paragraph essay presenting a solution to a common shortcoming

- Skill:**
- Transitional topic sentences

- Exclaim You've got to see this! to urge someone to look at something.
- Introduce a statement with Seriously to insist someone not hesitate to take your suggestion.
- Say That's priceless to strongly praise something.
- Agree informally with Totally.

- Listening Skills:**
- Listen to activate vocabulary
 - Listen to summarize
 - Listen to take notes
 - Listen to apply ideas

PRONUNCIATION BOOSTER

- Intonation of sarcasm

- Texts:**
- A self-test about your sense of humor
 - An article about the health benefits of laughter
 - An article about the theories of humor
 - Descriptions of practical jokes

- Skills / strategies:**
- Understand idioms and expressions
 - Critical thinking
 - Classify

- Task:**
- Write a true or imaginary story

- Skill:**
- Writing dialogue

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

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

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

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.

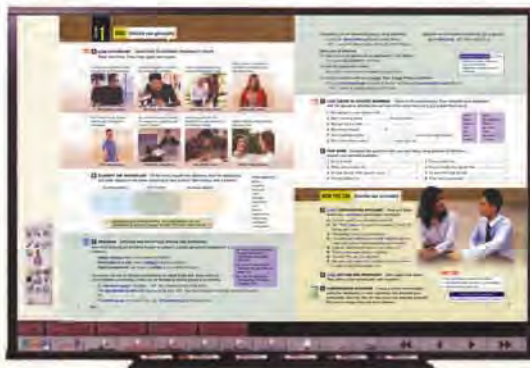
Joan Saslow and Allen Ascher

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

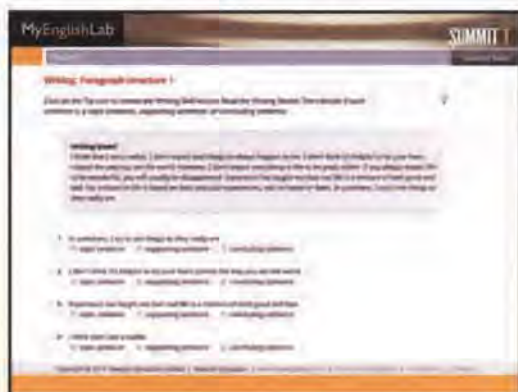
For assessment . . .

- 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.

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

UNIT

6

Troubles While Traveling

PREVIEW

COMMUNICATION GOALS

- 1 Describe some causes of travel troubles
- 2 Express gratitude for a favor
- 3 Discuss staying safe on the Internet
- 4 Talk about lost, stolen, or damaged property

A FRAME YOUR IDEAS Read about the online contest. On a separate sheet of paper, write your own tips for the common travel hassles.

THE PRACTICAL TRAVELER



**HATE TRAVEL
HASSLES? ENTER
THE TRAVEL TIPS
CONTEST!**

CONTEST DIRECTIONS: Click on a pull-down menu to enter your own tip for dealing with a specific travel hassle. When you have finished entering all your tips, click on the link to our secure server to submit your tips. Contest winner will be announced on July 15. All decisions final.

CONTEST DEADLINE: July 1

Click [here](#) for a full list of prizes for the finalists.

No limit on number of submissions. Enter as many times as you want!

AIR TRAVEL


- Inedible or no food on flights
- Unexpected checked baggage fees
- Carry-on luggage fees
- Insufficient room in overhead bins
- Overbooked flights
- Missed connections
- Lost luggage
- Long lines at check-in and security screening
- Items confiscated by security

CAR TRAVEL


- Mechanical breakdowns
- Flat tire
- Parking tickets
- Getting towed for parking illegally
- Children arguing in the backseat
- Finding a bathroom
- Getting lost
- Traffic jams

OTHER TRAVEL HASSLES


- Poor air-conditioning or heating
- No phone service or Wi-Fi access
- Delays
- Unexpected bus or train delays
- Uncomfortable seats
- Dirty bathrooms
- Loud or rude passengers

CONTINUE

SUBMIT

B 3:16 VOCABULARY TRAVEL NOUNS Find and circle these words and phrases in the contest. Listen and repeat. Then, with a partner, explain the meaning of each one.

C DISCUSSION Share your tips. Decide which tips you think are good enough to win the contest.

checked baggage fees
carry-on luggage
an overhead bin
a missed connection

security screening
a breakdown
a flat tire
a parking ticket

D ▶ 3:17 **SPOTLIGHT** Read and listen to two friends talking about a travel hassle on a business trip. Notice the **spotlighted** language.

Edison: Oh, no. My folder's missing! It had my passport and my boarding pass in it.

Yuji: Uh-oh! Try to think. When did you see it last? Was it at the hotel?

Edison: Let's see ... **I'm drawing a blank.** Oh! I remember now. I'd just finished printing out the boarding pass when the front desk called to say the airport limo was waiting downstairs. So I got my stuff together and split.

Yuji: Do you think you could have left the folder in the room or at the front desk when you checked out? Or what about in the limo?

Edison: Well, I distinctly remember looking back at the seat of the limo before I slammed the door, just to check that I hadn't left anything, and I hadn't. It's got to be in the hotel.

Yuji: Well, don't freak out. **It's a safe bet** they'll find it in the hotel.

Edison: You know, if I hadn't been rushing for the limo, this wouldn't have happened. **The way I see it,** I have no choice but to go back to the hotel. I'll grab a cab outside. You go on. You need to catch that plane.

Yuji: OK.

Edison: But if that folder isn't at the hotel, **I'm toast.** If it weren't for my stupid mistake, I wouldn't be going through this hassle. What'll happen if I miss the dinner?

Yuji: Well, **you'll cross that bridge when you come to it.** But hey, **no sweat.** If the folder's there, you can be back in time to make the four o'clock. We can meet up later. The dinner's not till seven.

Edison: OK. **I'm off.** Keep your fingers crossed!



E UNDERSTAND IDIOMS AND EXPRESSIONS Match the expressions from Spotlight with the statement or phrase that has a similar meaning.

- | | |
|---|-----------------------------------|
| 1 I'm drawing a blank. | a Don't worry about it. |
| 2 It's a safe bet. | b It's very probable. |
| 3 the way I see it | c I'm in big trouble. |
| 4 I'm toast. | d You can worry about that later. |
| 5 You'll cross that bridge when you come to it. | e I can't remember. |
| 6 No sweat. | f I'm leaving right now. |
| 7 I'm off. | g in my opinion |

F THINK AND EXPLAIN What do you think the outcome of the situation will be? What are Edison's options if the folder isn't found in his room or at the front desk? Explain.

SPEAKING Check hassles you've experienced and write details about when and where they happened. Then discuss with a partner.

My Experiences	Details
<input type="checkbox"/> I lost my passport.	
<input type="checkbox"/> I missed a plane / bus / train.	
<input type="checkbox"/> I missed a connecting flight.	
<input type="checkbox"/> My luggage was delayed or lost.	
<input type="checkbox"/> My car got towed.	
<input type="checkbox"/> I was in a vehicle that broke down.	
<input type="checkbox"/> I got a parking ticket.	
<input type="checkbox"/> My cosmetics were confiscated at security.	
<input type="checkbox"/> Other	

GOAL Describe some causes of travel hassles**A** 3:18 **GRAMMAR SPOTLIGHT** Read the interviews about travel hassles. Notice the **spotlighted** grammar.

ZELLERS: This is Oscar Zellers with another installment of *Nightmares in a Nutshell*. Three callers are on the line from different airports around the world. First up is Isabela Wilson in New York, just arrived from a vacation trip to the south of France.



ZELLERS: Ms. Wilson, I understand you had your perfume taken from you when you went through security.

1 WILSON: Unfortunately, yes. I got to the airport late and had to take my bag through security. But I'd forgotten the expensive French perfume I'd packed in that bag. It's not as if I don't know you can't take liquids through security. If I'd **been thinking** clearly, I **would have arrived** early enough to check my bag. Can you believe it was confiscated?!

ZELLERS: Next up is James Robillard in Montreal. He arrived in Brazil yesterday with an expired business visa and was put on a return flight back to Montreal. How unfortunate, Mr. Robillard!

2 ROBILLARD: You can say that again! But frankly I'm pretty annoyed that the agent here in Montreal who checked me in didn't notice the expired visa. If she'd **been paying** better attention—instead of worrying about how much my baggage weighed!—she **would have noticed** it. She simply **couldn't have been looking** for the expiration date on the visa. She took a quick glance and saw that my passport was valid, but that was it.



ZELLERS: And last but not least, let's talk to Alice Yang. Ms. Yang started out in Shanghai and flew to Los Angeles, where she connected with her flight to San Salvador. But Ms. Yang's checked luggage wasn't transferred to the San Salvador flight. What bad luck, Ms. Yang!

3 YANG: It sure was. And I've only got one day here in El Salvador. Tomorrow I'm departing for Bolivia, then the next day, Ecuador, then Peru! My bags may never catch up with me. You know, if I **were traveling** on a weekday, or if I had another day here, it **wouldn't be** such a problem since I could go shopping, but today is Sunday and most stores are closed. Take it from me. If you **have to change** planes, don't even think of checking your bag. Better safe than sorry!

**B DISCUSSION** Whose situation would be the most frustrating for you? Explain.DIGITAL
INDUCTIVE
ACTIVITY**C GRAMMAR UNREAL CONDITIONAL SENTENCES: CONTINUOUS FORMS**

Use continuous verb forms in unreal conditional sentences to express actions in progress.

Present unreal conditional sentences

You can use **were** (or **weren't**) + a present participle in the **if** clause. You can use **would be** (or **wouldn't be**) + a present participle in the result clause. Note: The verb forms should reflect what you want to express. You don't have to use continuous forms in both clauses.

If I **were walking** in traffic, I **wouldn't be talking** on my cell phone.

[continuous forms in both clauses]

If he **walked** there, he **would be going** through the most dangerous section of town.

[continuous form only in the result clause]

Past unreal conditional sentences

You can use **had been** (or **hadn't been**) + a present participle in the **if** clause. You can use **would have been** (or **wouldn't have been**) + a present participle in the result clause. You don't have to use continuous forms in both clauses.

If he'd **been using** his webcam during the conference call, he **would have been wearing** a tie.

[continuous forms in both clauses]

If I **hadn't been checking** my messages, I **wouldn't have known** the flight was delayed. [continuous form only in the **if** clause]

Sequence of tenses

The traditional sequence of tenses in all past unreal conditional sentences (past perfect in the **if** clause and **would have** + a past participle in the result clause) can change to express time. Compare the following sentences.

past unreal condition

If I'd **gone** to India last year,If I'd **gone** to India last year,

present or past result

I **wouldn't be flying** there right now.I **would have seen** the Taj Mahal.**Remember:**

Conditional sentences usually have two clauses: an **if** (or "condition") clause and a result clause. The clauses in conditional sentences can be reversed.

Real (or "factual") conditionals describe the results of real conditions. Unreal conditionals describe the results of unreal conditions.

Be careful! Don't use **would** in the **if** clause in any unreal conditional sentence.

If I **were** watching TV, I **would be** watching the news.

NOT If I ~~would be watching~~ TV, ...

GRAMMAR BOOSTER p. 137

The conditional: summary and extension

D UNDERSTAND THE GRAMMAR Choose the sentence that best explains the meaning of each quotation. Then, with a partner, make a statement with should have to indicate what could have prevented the problem.

“I should have made the reservation for the right date.”

- 1 “If the reservation had been made for the right date, I wouldn’t be waiting for a standby seat now.”
 - a The reservation was made for the right date, so I won’t have to wait for a standby seat.
 - b The reservation was made for the wrong date, so I’m waiting for a standby seat now.
 - c The reservation wasn’t made for the right date, so I don’t have to wait for a standby seat.
- 2 “If my sister had been watching her bags, they wouldn’t have gotten stolen.”
 - a My sister wasn’t watching her bags, so they got stolen.
 - b My sister isn’t watching, so they might get stolen.
 - c My sister was watching her bags, so they didn’t get stolen.
- 3 “I wouldn’t have missed the announcement if I hadn’t been streaming a movie.”
 - a I was streaming a movie, and it caused me to miss the announcement.
 - b I wasn’t streaming a movie, so I didn’t miss the announcement.
 - c I wasn’t streaming a movie, but I missed the announcement anyway.

E GRAMMAR PRACTICE Circle the correct verb phrase to complete each statement.

- 1 If you (would be / were) at the hotel now, you (would be / would have been) sleeping.
- 2 If we (had / would have) packed more carefully, we (wouldn’t be / wouldn’t have been) paying these exorbitant overweight baggage fees!
- 3 They could (take / have taken) the three o’clock flight if they (would have been / had been) watching the departure board.
- 4 Karina (would be / would have been) wearing her most comfortable shoes on the tour today if they (wouldn’t have been / weren’t) sitting in her lost luggage right now.
- 5 If they (hadn’t / wouldn’t have) been speeding, they wouldn’t (get / have gotten) that ticket.

F PAIR WORK With a partner, take turns completing the unreal conditional sentences, using continuous verb forms.

- 1 If it were Monday, I would be walking to work right now.
- 2 I would have been late to class if
- 3 We would be watching the game now if
- 4 If I were at home, I
- 5 There’s no way I would have missed the train if

NOW YOU CAN Describe some causes of travel hassles

A NOTEPADDING Write two travel hassles you or someone you know has faced. Write a statement with should have about how you could have avoided the hassle. Use the chart on page 63 for ideas.

What happened?	How could it have been avoided?
My brother’s car got towed last May in New York.	He should have been paying attention to the signs.
What happened?	How could it have been avoided?

B DISCUSSION ACTIVATOR Discuss the travel hassles you experienced. Make at least one statement in the unreal conditional about how you could have avoided the hassle. Say as much as you can.

“If I hadn’t been listening to a podcast, I wouldn’t have missed the flight announcement.”

UNIT

6

Troubles While Traveling

PREVIEW

- 1** Complete the chart. Compare and contrast the different types of transportation. What are the advantages and disadvantages of each? Consider the hassles that you face or can avoid with each type.

Type of transportation	Advantages	Disadvantages
car		
plane		
train		
bus		

- 2** **WHAT ABOUT YOU?** Answer the questions.

1. Which type(s) of transportation do you usually take when you travel? Why?

2. Which type(s) of transportation do you prefer? Why?

THE TEN BEST AIRPORTS IN THE WORLD*



- | | |
|--|---|
| 1 Singapore Changi Airport | 6 Zurich Airport (Switzerland) |
| 2 Incheon International Airport (South Korea) | 7 Central Japan International Airport |
| 3 Munich Airport (Germany) | 8 London Heathrow Airport (Great Britain) |
| 4 Hong Kong International Airport | 9 Amsterdam Schiphol Airport (Netherlands) |
| 5 Tokyo International Airport (Japan) | 10 Beijing Capital International Airport (China) |

*Results based on a 31-question survey that asked travelers to rate issues such as wait times and service, ambience and cleanliness, ease of understanding signs, shopping and dining options, and access to public transportation.

3 Complete each conversation with the correct expression.

I'm drawing a blank	it's a safe bet	we'll cross that bridge when we come to it
I'm off	no sweat	
I'm toast	the way I see it	

- A:** Are we doing anything this weekend?
B: It seems like we are, but _____. I just can't remember what it is.
- A:** Oh no. I missed the 3:40 train.
B: Don't worry. I think _____ there's another one leaving soon.
- A:** Which cities should we visit on our trip?
B: Well, _____, we should try to see as much as we can in two weeks.
- A:** If I don't get this report done by the end of the day, _____.
B: Here, I'll help you.
- A:** We got to the boarding gate just in time. What if our luggage doesn't make it?
B: I guess _____.
- A:** Oh no! I left my wallet at home.
B: Oh, _____. I'll lend you money for dinner.
- A:** OK, _____.
B: Safe travels!

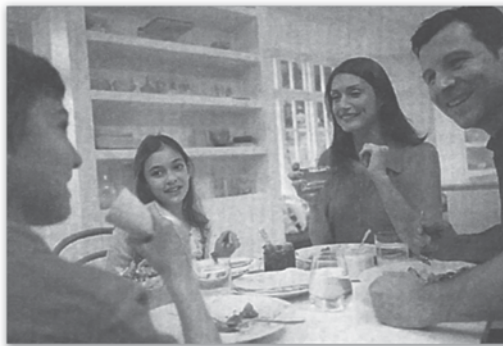
4 Choose the correct verb phrases to complete each statement.

- If we **had taken** / **would be taking** the train, we **wouldn't sit** / **wouldn't be sitting** in traffic right now.
- If she **hadn't talked** / **hadn't been talking** on her phone, she would **have been hearing** / **would have heard** the boarding announcement.
- If the children **had slept** / **had been sleeping** better, they **wouldn't be arguing** / **would argue** so much today.
- If she **isn't traveling** / **weren't traveling** outside the country, she **wouldn't need** / **didn't need** her passport.
- I **wouldn't be using** / **wouldn't have been using** my cell phone if the plane **would be taking off** / **were taking off**.

5 Read each statement. Then complete the unreal conditional sentence. Use at least one continuous verb form in each sentence.

1. Alan: It's too bad they overbooked the flight. I was supposed to fly to Spain tonight.
If they hadn't overbooked (not overbook) the flight, I would be flying (fly) to Spain tonight.
2. Jules: I'm so glad I sat in this seat. I got to meet Sam.
If Jules _____ (not sit) in this seat, she _____ (not met) Sam.
3. Cara: I wish I'd used the bathroom before we left! Now I can't find one.
If Cara _____ (use) the bathroom before she left, she _____
(not look) for one now.
4. Rob: I'm glad I'm not hanging out at home tonight. There's nothing to do but watch TV.
If Rob _____ (hang out) at home tonight, he _____ (watch) TV.
5. Tim and Marcy: We're glad we're traveling during the week. This train is very crowded on the weekend.
If we _____ (travel) on the weekend, the train _____ (be)
much more crowded.
6. Paulo: I wasn't paying attention when I parked the car. Now it's getting towed!
If Paulo _____ (pay) attention when he parked the car, it _____
(not get) towed right now.
7. Sara and Jeff: We should have packed some snacks to take on the plane. We really don't like this airline food.
Sara and Jeff _____ (not eat) the airline food now if they _____
(pack) some snacks.

6 WHAT ABOUT YOU? Complete the unreal conditional sentences. Use continuous verb forms and your own ideas.



1. If I were with my family right now, I _____.
2. If it were the weekend, I _____.
3. If I hadn't decided to study English, I _____.
4. If I could be doing anything I wanted right now, I _____.

LESSON 2

7 Put the sentences in order. Write the number on the line.

_____ **Brian:** Thanks so much. I really appreciate it.

_____ **Amy:** What's that?

 1 **Brian:** Amy, could you do me a favor?

_____ **Amy:** Of course not. I'd be happy to.

_____ **Brian:** I've got a horrendous headache. Would you mind getting me some aspirin?

8 Complete each statement of relief or regret, using if it weren't for or if it hadn't been for.

1. _____ the express bus, we would have missed our flight.

2. I would go for a walk with you _____ my sore ankle.

3. _____ Angie, our travel agent, we might have been waiting overnight for a flight.

4. _____ the icy roads, we wouldn't have had an accident.

5. We would be in the museum by now _____ these long lines.

9 Rewrite each statement of relief or regret, using if it weren't for or if it hadn't been for.

1. Without your help, I never would have passed this class.

2. This would be a perfect flight, except for the uncomfortable seats.

3. Without the confusion at the airport, our bags wouldn't have gotten lost.

4. If we didn't have a scheduling conflict, we would go to your party.

5. We would have gotten lost without that stranger's help.

10 Write a request for a favor for each picture.



1. _____



2. _____



3. _____



4. _____



5. _____

11 Now choose one of the situations from Exercise 10 and write a conversation in which someone asks for a favor and expresses gratitude. Use the Conversation Spotlight on Student's Book page 67 as a model.

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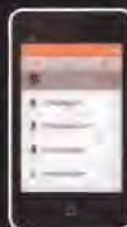
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