

THIRD EDITION

SUMMIT 2A

JOAN SASLOW ALLEN ASCHER

with WORKBOOK

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Student Book

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LEARNING OBJECTIVES

UNIT

COMMUNICATION GOALS

VOCABULARY

GRAMMAR

UNIT 1

Dreams and Goals

PAGE 2

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

- Job applications
- Collocations for career and study plans
- Describing dreams and goals

Word Study:

- Collocations with *have* and *get* for qualifications

- Simultaneous and sequential past actions: review and expansion
- Completed and uncompleted past actions closely related to the present

GRAMMAR BOOSTER

- Describing past actions and events: review
- Stative verbs: non-action and action meanings

UNIT 2

Character and Responsibility

PAGE 14

- Describe the consequences of lying
- Express regret and take responsibility
- Explore where values come from
- Discuss how best to help others

- Taking or avoiding responsibility
- Philanthropic work

- Adjective clauses: review and expansion
- "Comment" clauses

GRAMMAR BOOSTER

- Adjective clauses: overview
- Grammar for Writing: adjective clauses with quantifiers
- Grammar for Writing: reduced adjective clauses

UNIT 3

Fears, Hardships, and Heroism

PAGE 26

- Express frustration, empathy, and encouragement
- Describe how fear affects you physically
- Discuss overcoming handicaps and hardships
- Examine the nature of heroism

- Expressing frustration, empathy, and encouragement
- Physical effects of fear

Word Study:

- Using parts of speech

- Clauses with *no matter*
- Using *so ... (that)* or *such ... (that)* to explain results

GRAMMAR BOOSTER

- 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

- Discuss how to overcome shortcomings
- Acknowledge inconsiderate behavior
- Explain how you handle anger
- Explore the qualities of friendship

- Shortcomings
- Expressing and controlling anger

- Adverb clauses of condition
- Cleft sentences: review and expansion

GRAMMAR BOOSTER

- Grammar for Writing: more conjunctions and transitions
- Cleft sentences: more on meaning and use

UNIT 5

Humor

PAGE 50

- Discuss the health benefits of laughter
- Respond to something funny
- Analyze what makes us laugh
- Explore the limits of humor

- Ways to respond to jokes and other funny things
- Common types of jokes
- Practical jokes

- Indirect speech: backshifts in tense and time expressions
- Questions in indirect speech

GRAMMAR BOOSTER

- 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.

- 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.

- 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.

- 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.

- 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 / 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

- 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

- 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/

- 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

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

PRONUNCIATION BOOSTER

- Intonation of sarcasm

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

- 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

- Texts:**
- A self-test about how fearful you are
 - New 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

- 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

- 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

WRITING

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

- Task:**
- Write a college application essay
- Skill:**
- Restrictive and non-restrictive adjective clauses

- Task:**
- Write a short report about a dangerous or frightening event
- Skill:**
- Reducing adverbial clauses

- Task:**
- Write a three-paragraph essay presenting a solution to a common shortcoming
- Skill:**
- Transitional topic sentences

- Task:**
- Write a true or imaginary story
- Skill:**
- Writing dialogue

UNIT

COMMUNICATION GOALS

VOCABULARY

GRAMMAR

UNIT

6

Troubles
While
Traveling

PAGE 62

- 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

- Travel nouns

Word Study:

- Past participles as noun modifiers

- Unreal conditional sentences: continuous forms
- Unreal conditional statements with *if it weren't for ... / if it hadn't been for ...*

GRAMMAR BOOSTER

- The conditional: summary and extension

UNIT

7

Mind Over
Matter

PAGE 74

- Suggest that someone is being gullible
- Examine superstitions for believability
- Talk about the power of suggestion
- Discuss phobias

- Ways to express disbelief
- Expressions with *mind*

Word Study:

- Noun and adjective forms

- Nouns: indefinite, definite, unique, and generic meaning (review and expansion)
- Indirect speech: *it* + a passive reporting verb

GRAMMAR BOOSTER

- 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

- Discuss your talents and strengths
- Suggest ways to boost intelligence
- Explain how you produce your best work
- Describe what makes someone a "genius"

- Expressions to describe talents and strengths
- Adjectives that describe aspects of intelligence

- Using auxiliary *do* for emphatic stress
- The subjunctive

GRAMMAR BOOSTER

- Grammar for Writing: emphatic stress
- Infinitives and gerunds in place of the subjunctive

UNIT

9

What Lies
Ahead?

PAGE 98

- Discuss the feasibility of future technologies
- Evaluate applications of innovative technologies
- Discuss how to protect our future environment
- Examine future social and demographic trends

- Innovative technologies
- Ways to express a concern about consequences
- Describing social and demographic trends

- 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

- Grammar for Writing: when to use the passive voice

UNIT

10

An
Interconnected
World

PAGE 110

- 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

- Phrasal verbs to discuss issues and problems

- Separability of transitive phrasal verbs

GRAMMAR BOOSTER

- Phrasal verbs: expansion

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CONVERSATION STRATEGIES

LISTENING / PRONUNCIATION

READING

WRITING

- Ask a stranger for help with I wonder if you could do me a favor.
- Agree to offer assistance with How can I help?
- Confirm willingness to perform a favor with I'd be happy to.
- Introduce a statement of relief with It's a good thing.

Listening Skills:

- 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

PRONUNCIATION BOOSTER

- Regular past participle endings
- Reduction in perfect modals

Texts:

- A travel tips contest
- Interview responses about travel hassles
- An article about the dangers of public Wi-Fi

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Paraphrase
- Find supporting details

Task:

- Write an essay comparing and contrasting two means of transportation

Skill:

- A comparison and contrast essay

- Call someone's attention to an outrageous claim with Can you believe this?
- Express surprise at someone's gullibility with Oh, come on.
- Use That's got to be to underscore a conclusion.
- Add I guess to an opinion one isn't sure about.
- Express extreme agreement to another's opinion with You can say that again.

Listening Skills:

- Listen for details
- Listen to confirm content
- Listen to summarize
- Listen to infer

PRONUNCIATION BOOSTER

- Linking sounds

Texts:

- A website about superstitions
- An article about the placebo and nocebo effects

Skills / strategies:

- Understand idioms and expressions
- Infer meaning
- Draw conclusions
- Critical thinking

Task:

- Write a four-paragraph essay on superstitions

Skill:

- Subject / verb agreement: expansion

- Say Guess what? to introduce exciting news.
- Use I can't make up my mind between ... to signal indecision.
- Use I wouldn't say ... to express modesty or doubt.
- Support a statement or point of view with I've been told that.
- Provide support for someone's decision with I don't think you can go wrong.

Listening Skills:

- Listen for main ideas
- Listen to infer
- Listen for supporting details
- Listen to draw conclusions

PRONUNCIATION BOOSTER

- Emphatic stress with auxiliary verbs

Texts:

- A quiz on emotional intelligence
- An article on whether intelligence can be increased
- An article on staying on target

Skills / strategies:

- Understand idioms and expressions
- Apply ideas
- Relate to personal experience

Task:

- Write a three-paragraph essay about the challenges of staying focused

Skill:

- Explaining cause and result

- Use For one thing to introduce an important first argument.
- Say Well, if you ask me ... to offer an opinion.
- Use I mean to clarify what you just said.
- Say I see your point to concede the value of someone else's opinion.

Listening Skills:

- Listen to activate vocabulary
- Listen to identify point of view
- Listen to confirm information
- Listen to infer information
- Listen to draw conclusions

PRONUNCIATION BOOSTER

- Reading aloud

Texts:

- 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

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Draw conclusions

Task:

- Write a four- or five-paragraph essay about the future

Skill:

- The thesis statement in a formal essay

- Begin a statement with Can you believe ... to introduce surprising, exciting, or disturbing information.
- Use But on the bright side to change a negative topic to something more positive.
- Begin a statement with It just goes to show you ... to emphasize a point.
- Say Well, that's another story to acknowledge a positive or negative change of topic.
- Begin a statement with You'd think ... to express frustration with a situation.

Listening Skills:

- Listen to activate vocabulary
- Listen to summarize
- Listen to confirm information
- Listen to understand meaning from context
- Listen to draw conclusions

PRONUNCIATION BOOSTER

- Intonation of tag questions

Texts:

- 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

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Identify supporting ideas
- Interpret information in a graph

Task:

- Write a four-paragraph essay to rebut an opposing view about globalization

Skill:

- Rebutting an opposing point of view

What is *Summit*?

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

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

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

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

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

Award-Winning Instructional Design*

Demonstrable confirmation of progress

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

Cultural fluency

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

Explicit vocabulary and grammar

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

Active listening syllabus

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

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

Conversation and Discussion Activators

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

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

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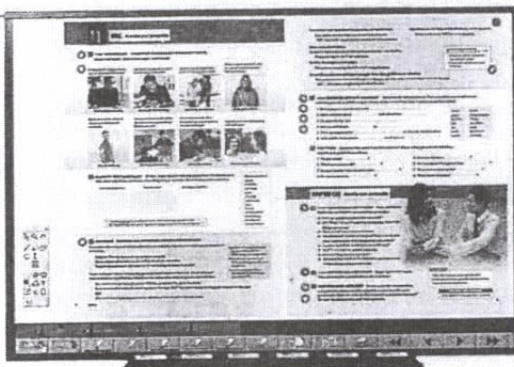
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Exercises: ensure mastery of grammar



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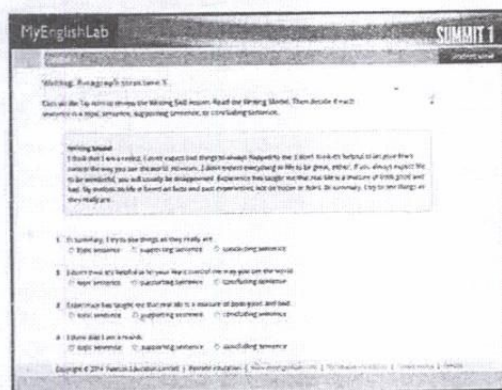
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- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in ActiveTeach

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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Top Notch*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

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digital Extra Challenge Reading Activities that

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