

SUMMIT 2A

JOAN SASLOW ALLEN ASCHER

with WORKBOOK

۲۵۱۷۸۱

سرشناسه	سسلو، جون ام، ۱۹۴۴ - م.
عنوان و نام پدیدآور	Saslow, Joan M
مشخصات نشر	Summit 2 A :English for today's world with :
مشخصات ظاهری	workbook[Book]/ Joan Saslow, Allen Asche.
وضعیت فهرست نویسی	تهران: نشر نیلاب زبان گستر، ۱۴۰۳=۲۰۲۴م.
یادداشت	۹۵ص:؛ ۲۲ × ۲۹ س.م.
یادداشت	زبان: انگلیسی.
آوانویسی عنوان	افست از روی ویراست سوم.
موضوع	زبان انگلیسی -- کتاب‌های درسی برای خارجیان
موضوع	English language -- Textbooks for foreign speakers :
موضوع	زبان انگلیسی -- مسائل، تمرین‌ها و غیره
موضوع	.English language -- Problems, exercises, etc
موضوع	زبان انگلیسی -- معانی و بیان
موضوع	English language -- Theoret
شناسه افزوده	آشر، آلن
شناسه افزوده	Ascher, Allen :
رده بندی کنگره	۱۱۲۸PE :
رده بندی دیویی	۲۴/۴۲۸ :
شماره کتابشناسی ملی	۹۷۵۴۲۳۲ :

عنوان: Summit 2A Student's Book With Work Book 3rd Edition

مؤلفان: Joan Saslow , Allen Asche

شابک: 978-0-13-449888-1

نوبت چاپ: اول-۱۴۰۳

ناظر چاپ: کریم افسری

ناشر: نیلاب زبان گستر

تیراژ: ۵۰۰ نسخه

چاپ و صحافی: واصف

قیمت: ۲۴۰۰۰۰ تومان



NILAB
ZABANGOSTAR

Summit: English for Today's World Level 2A with Workbook, Third Edition

Copyright © 2017 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson, 221 River Street, Hoboken, NJ 07030

Staff credits: The people who made up the *Summit* team representing editorial, production, design, manufacturing, and marketing are Pietro Alongi, Rhea Banker, Peter Benson, Stephanie Bullard, Jennifer Castro, Tracey Munz Cataldo, Rosa Chapinal, Aerin Csigay, Dave Dickey, Gina DiLillo, Christopher Leonowicz, Laurie Neaman, Alison Pei, Sherri Pemberton, Jennifer Raspiller, Mary Rich, Courtney Steers, Katherine Sullivan, and Paula Van Ellis.

Cover credit: Tonis Pan/Shutterstock

Text composition: emc design ltd

Library of Congress Cataloging-in-Publication Data

Names: Saslow, Joan M., author. | Ascher, Allen, author.

Title: Summit : English for today's world / Joan Saslow and Allen Ascher.

Description: Third Edition. | White Plains, NY : Pearson Education, [2017]

Identifiers: LCCN 2016017942 | ISBN 9780134096070 (book w/ CD) | ISBN

9780134176888 (book w/ CD) | ISBN 013409607X (book w/ CD)

Subjects: LCSH: English language--Textbooks for foreign speakers. | English language--Rhetoric. | English language--Sound recording for foreign speakers.

Classification: LCC PE1128 .S2757 2017 | DDC 428.2/4--dc23

LC record available at <https://lccn.loc.gov/2016017942>

Student Book

Photo credits: Original photography Mike Cohen. Page 2 Robert Churchill/Alamy Stock Photo; p. 3 (t) Amble Design/Shutterstock, (b) Maximino gomes/Fotolia; p. 4 (l) YUTAKA/AFLO SPORT/Newscom, (r) FRANCISCO TRUJILLO/NOTIMEX/Newscom; p. 5 (r) Alistair Berg/DigitalVision/Getty Images, (l) blvdone/Fotolia; p. 6 (tr) wavebreakmedia/Shutterstock, (b, 1-4) Monkey Business/Shutterstock, DRB Images/LLC/Getty Images, Andersen Ross/Blend Images/Getty Images, Jupiterimages/Stockbyte/Getty Images, (5-8) Tracy Whiteside/Shutterstock, Djomas/Shutterstock, Juanmonino/E+/Getty Images, pressmaster/Fotolia; p. 7 YAY Media/Alamy Stock Photo; p. 9 (t) Juniart/Shutterstock, (r) Monkey Business/Fotolia, (l) Stefan Schurr/Shutterstock; p. 13 goodluz/Fotolia; p. 14 Andersen Ross/Stockbyte/Getty Images; p. 17 Zenoni/Fotolia; p. 18 petrtrunjela/Fotolia; p. 19 Bits and Splits/Fotolia; p. 20 Wavebreak Media Ltd/123RF; p. 21 Zurijeta/Shutterstock; p. 22 (Machal) ROBIN TOWNSEND/EPA/Newscom, (Ka-shing) YONHAP/EPA/Newscom, (Edittott) Paul Lovelace/REX/Newscom (human rights) tang90246/Fotolia, (smokestacks) Nickolay Khoroshkov/Shutterstock, (refugee) Photo by Antonio Masiello/NurPhoto/REX/Shutterstock, (children in line) Joseph Project - Malawi/Alamy Stock Photo, (school) Billington/Alamy Stock Photo, (elderly woman and child) Kumar Sriskandan/Alamy Stock Photo; p. 23 demerzel21/Getty Images; p. 26 Drobot Dean/Fotolia; p. 27 ONOKY/Eric Audras/Brand X Pictures/Getty Images, p. 28 (l-r) BMP/Shutterstock, Vladimir Wrangel/Shutterstock, BillionPhotos/Shutterstock; p. 29 bertys30/Fotolia; p. 30 (t) Imagewerks/Getty Images, (r) Monkey Business Images/Shutterstock, (l) Racorn/Shutterstock; p. 32 Byron Purvis/AdMedia/Newscom; p. 33 Shariff Che'Lah/123RF; p. 34 Kogk Je Newspaper/AP Images; p. 35 (Parks) World History Archive/Alamy Stock Photo, (Khan) Pardis Sabeti, (crocodile) Jeep5d/Fotolia; p. 37 (l-r) Otnaydur/Shutterstock, AVAVA/Fotolia, Andres/Shutterstock; p. 38 (clockwise) Jade/Blend Images/Getty Images, Andres/Shutterstock, iofoto/Shutterstock, Monkey Business/Fotolia, nyul/Fotolia, fotogenicstudio/Fotolia, nyul/Fotolia; p. 39 wavebreakmedia/Shutterstock; p. 43 wavebreakmedia/Shutterstock; p. 44 (l) Phil Date/Shutterstock, (r) Jack Hollingsworth/Stockbyte/Getty Images; p. 46 georgerudy/Fotolia; p. 47 gstockstudio/Fotolia, BillionPhotos.com/Fotolia, Mat Hayward/Fotolia, Scott Griessel/Fotolia, Cheryl Savan/Shutterstock, gstockstudio/Fotolia; p. 50 (sand) Douglas Sacha/Moment Open/Getty Images, (caution) jdoms/Fotolia, (bad cat) FotoYakov/Shutterstock, (zipper) memo_frame/Fotolia, (egg) Morrowind/Shutterstock, (corn) Patti McConville/Photographer's Choice/Getty Images, (horse) byllwill/Vetta/Getty Images, (kitten) pavelmayorov/Shutterstock; p. 51 Tom Merton/Hoxton/Getty Images; p. 52 Rouelle Umali Xinhua News Agency/Newscom; p. 53 Dragonimages; p. 54 (l) DW labs Incorporated/Shutterstock, (r) east2/Fotolia; p. 55 (laptop/park) wavebreakmedia/Shutterstock, (baby) Cbarnesphotography/E+/Getty Images, (cartoon) Cartoonresource/Shutterstock; p. 57 Tyler Olson/Fotolia.

Illustration credits: Aptara pp. 8, 26, 44, 56; Steve Attoe p. 45; Dusan Petricic pp. 16, 57, 59; el Primo Ramon pp. 10, 14, 31, 58 (t).

Workbook

Photo credits: Page 1 (bottom): Dglimages/Fotolia; 1 (center): Martinan/Fotolia; 1 (top): Blanche/Fotolia; 3: Behyar/Shutterstock; 5 (bottom): Nakophotography/Fotolia; 5 (top): Alysta/Shutterstock; 8: Fantisekhozjysz/Shutterstock; 9: Goodluz/Shutterstock; 16: Olyyy/Shutterstock; 21: Neirfy/Fotolia; 23: Kzenon/Shutterstock; 26 (bottom): Innovatedcaptures/123RF; 26 (center): Joggie Botma/Fotolia; 26 (top): Ikonoklast Fotograf e/Shutterstock; 28: Szasz Fabian Jozsef/Fotolia; 29: Rido/Fotolia; 31: Boris Spremo/Toronto Star/Getty Images; 33: Marco Secchi/Getty Images Entertainment/Getty Images; 37: Wong Yu Liang/Fotolia; 38 (bottom): Zhu Difeng/Shutterstock; 38 (bottom, center): Minerva Studio/Fotolia; 38 (top): Gstockstudio/Fotolia; 38 (top, center): Jenner/Fotolia; 40: Mrcats/Fotolia; 41: Yuriy Shevtsov/Fotolia; 43 (bottom): Rocketclips/Fotolia; 43 (bottom, center): Monkey Business/Fotolia; 43 (top): Syda Productions/Fotolia; 43 (top, center): Monkey Business/Fotolia; 45: Brainsil/Fotolia; 48: Fisherss/Shutterstock; 50 (bottom, left): Lek Changply/Shutterstock; 50 (bottom, right): Minerva Studio/Fotolia; 50 (top, left): Ramonespelt/Fotolia; 50 (top, right): Oksana Kuzmina/Fotolia; 51: DPA/The Image Works; 52: OLI Studio/Shutterstock; 55: Pavelkriuchkov/Fotolia; 56: Everett Collection/Shutterstock.

Illustration Credits: Steve Attoe: pages 4, 56; Stephen Hutchings: page 15; Steve Schulman: page 44; Leanne Franson: pages 14, 17, 20, 53, 57, 58.

Printed in the United States of America

ISBN-10: 0-13-449888-7

ISBN-13: 978-0-13449888-1

1 17

pearsonelt.com/summit3e

Contents

Learning Objectives for 2A and 2B	iv
To the Teacher	viii
Components	ix
About the Authors	xi
UNIT 1 Dreams and Goals	2
UNIT 2 Character and Responsibility	14
UNIT 3 Fears, Hardships, and Heroism	26
UNIT 4 Getting Along with Others	38
UNIT 5 Humor	50
Reference Charts	122
Grammar Booster	128
Pronunciation Booster	143
Test-Taking Skills Booster	151

WORKBOOK

UNIT 1 Dreams and Goals	W1
UNIT 2 Character and Responsibility	W14
UNIT 3 Fears, Hardships, and Heroism	W26
UNIT 4 Getting Along with Others	W37
UNIT 5 Humor	W50

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
 - 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

- 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

Reference Charts page 122

Grammar Booster page 128

Pronunciation Booster page 143

Test-Taking Skills Booster page 151

CONVERSATION STRATEGIES

- 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 / PRONUNCIATION

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

READING

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

WRITING

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, 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.

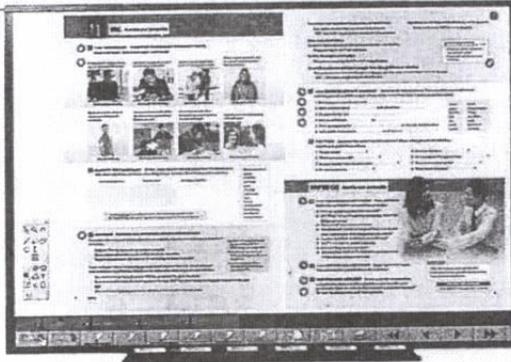
*We wish you and your students enjoyment and success with **Summit**. We wrote it for you.*

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 . . .



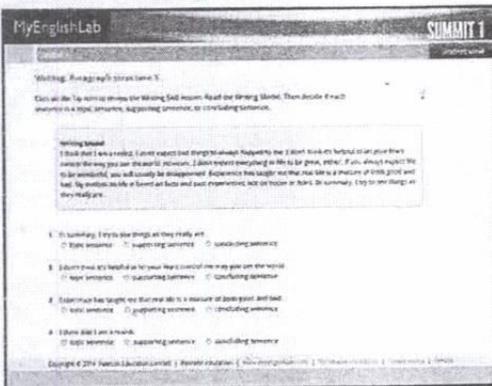
-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Discussion Activator videos: increase quality and quantity of expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Extra Challenge Reading Activities: help students succeed at standardized proficiency tests.

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

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

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- **Summit TV** teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

- Hundreds of extra printable activities, with teaching notes
- **Summit TV** activity worksheets

For assessment . . .

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

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

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

ABOUT THE AUTHORS

Joan Saslow

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.

Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Top Notch*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

AUTHORS' ACKNOWLEDGMENTS

The authors wish to thank Katherine Klagsbrun for appear with all reading selections in *Summit 2*.

digital Extra Challenge Reading Activities that

The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Summit*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

Cris Asperti, CEL LEP, São Paulo, Brazil • **Diana Alicia Ávila Martínez**, CUEC, Monterrey, Mexico • **Shannon Brown**, Nagoya University of Foreign Studies, Nagoya, Japan • **Cesar Byrd**, Universidad ETAC Campus Chalco, Mexico City, Mexico • **Maria Claudia Campos de Freitas**, Metalanguage, São Paulo, Brazil • **Alvaro Del Castillo Alba**, CBA, Santa Cruz, Bolivia • **Isidro Castro Galván**, Instituto Teocalli, Monterrey, Mexico • **Melisa Celi**, Idiomas Católica, Lima, Peru • **Carlos Celis**, CEL LEP, São Paulo, Brazil • **Jussara Costa e Silva**, Prize Language School, São Paulo, Brazil • **Inara Couto**, CEL LEP, São Paulo, Brazil • **Gemma Crouch**, ICPNA Chiclayo, Peru • **Ingrid Valverde Diaz del Olmo**, ICPNA Cusco, Peru • **Jacqueline Díaz Esquivel**, PROULEX, Guadalajara, Mexico • **María Eid Ceneviva**, CBA, Cochabamba, Bolivia • **Erika Licia Esteves Silva**, Murphy English, São Paulo, Brazil • **Cristian Garay**, Idiomas Católica, Lima, Peru • **Miguel Angel Guerrero Pozos**, PROULEX, Guadalajara, Mexico • **Anderson Francisco Guimarães Maia**, Centro Cultural Brasil Estados Unidos, Belém, Brazil • **Cesar Guzmán**, CAADI Monterrey, Mexico • **César Iván Hernández Escobedo**, PROULEX, Guadalajara, Mexico • **Robert Hinton**, Nihon University, Tokyo, Japan • **Segundo**

Huanambal Díaz, ICPNA Chiclayo, Peru • **Chandra Victor Jacobs Sukahai**, Universidad Autónoma de México, Monterrey, Mexico • **Yeni Jiménez Torres**, Centro Colombo Americano Bogotá, Colombia • **Simon Lees**, Nagoya University of Foreign Studies, Nagoya, Japan • **Thomas LeViness**, PROULEX, Guadalajara, Mexico • **Amy Lewis**, Waseda University, Tokyo, Japan • **Luz Libia Rey**, Centro Colombo Americano, Bogotá, Colombia • **Diego López**, Idiomas Católica, Lima, Peru • **Junior Lozano**, Idiomas Católica, Lima, Peru • **Tanja McCandie**, Nanzan University, Nagoya, Japan • **Tammy Martínez Nieves**, Universidad Autónoma de Nuevo León, Monterrey, Mexico • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Otilia Ojeda**, Monterrey, Mexico • **Juana Palacios**, Idiomas Católica, Lima, Peru • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristobal, Ecuador • **Henry Eduardo Pardo Lamprea**, Universidad Militar Nueva Granada, Colombia • **Dario Paredes**, Centro Colombo Americano, Bogotá, Colombia • **Teresa Noemí Parra Alarcón**, Centro Anglo Americano de Cuernavaca, S.C., Cuernavaca, Mexico • **Carlos Eduardo de la Paz Arroyo**, Centro Anglo Americano de Cuernavaca, S.C.,

Cuernavaca, Mexico • **José Luis Pérez Treviño**, Instituto Obispedo, Monterrey, Mexico • **Evelize Maria Plácido Florian**, São Paulo, Brazil • **Armida Rivas**, Monterrey, Mexico • **Luis Rodríguez Amau**, ICPNA Chiclayo, Peru • **Fabio Ossaamn Rok Kaku**, Prize Language School, São Paulo, Brazil • **Ana María Román Villareal**, CUEC, Monterrey, Mexico • **Reynaldo Romano C.**, CBA, La Paz, Bolivia • **Francisco Rondón**, Centro Colombo Americano, Bogotá, Colombia • **Peter Russell**, Waseda University, Tokyo, Japan • **Rubena St. Louis**, Universidad Simón Bolívar, Caracas, Venezuela • **Marisol Salazar**, Centro Colombo Americano, Bogotá, Colombia • **Miguel Sierra**, Idiomas Católica, Lima, Peru • **Greg Strong**, Aoyama Gakuin University, Tokyo, Japan • **Gerald Talandis**, Toyama University, Toyama, Japan • **Stephen Thompson**, Nagoya University of Foreign Studies, Nagoya, Japan • **José Luis Urbina Hurtado**, Instituto Tecnológico de León, Mexico • **René F. Valdívía Pereyra**, CBA, Santa Cruz, Bolivia • **Magno Alejandro Vivar Hurtado**, Salesian Polytechnic University, Ecuador • **Belkis Yanes**, Caracas, Venezuela • **Holger Zamora**, ICPNA Cusco, Peru • **Maria Cristina Zanón Costa**, Metalanguage, São Paulo, Brazil • **Kathia Zegarra**, Idiomas Católica, Lima, Peru.