

THIRD EDITION

SUMMIT 1B

ENGLISH FOR TODAY'S WORLD
with WORKBOOK

JOAN SASLOW
ALLEN ASCHER

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Student Book

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LEARNING OBJECTIVES

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

CONVERSATION STRATEGIES

- Use *I'd say* to soften an assertive opinion
- Use *I don't see [myself] that way* to politely contradict another's statement
- Say *I see [you] as* to explain your own point of view
- Use *tend to* and *seem to* to make generalizations

LISTENING / PRONUNCIATION

- Listen to activate grammar
- Listen to classify
- Listen for main ideas
- Listen for details
- Understand meaning from context

PRONUNCIATION BOOSTER

- Content words and function words

READING

Texts:

- A survey about positive and negative outlooks
- Descriptions of other people's behavior
- A newspaper article about a creative solution to a problem

Skills / strategies:

- Understand idioms and expressions
- Determine the main idea
- Understand meaning from context
- Summarize

WRITING

Task:

- Write about your outlook on a world problem

Skill:

- Paragraph structure: Review

- Use *To tell the truth*, *To be honest*, and *I hate to say it*, but to politely introduce a contrary opinion

- Listen to activate vocabulary
- Listen for main ideas
- Listen for supporting information
- Listen to take notes
- Listen for details

PRONUNCIATION BOOSTER

- Intonation patterns

Texts:

- A survey about musical memories
- Commentaries about enjoying the arts
- A short biography

Skills / strategies:

- Understand idioms and expressions
- Infer information
- Identify supporting details
- Express and support an opinion

Task:

- Describe your interests and personality

Skill:

- Parallel structure

- Use *You know....* to introduce a new topic of conversation
- Use *I hate to say it*, but to introduce negative information
- Ask *What do you mean?* to invite someone to elaborate
- Say *That's a shame* to show empathy
- Say *I'll think about that* when you're non-committal about someone's suggestion

- Listen for details
- Listen to activate vocabulary
- Listen to confirm content
- Listen to summarize
- Listen to evaluate

PRONUNCIATION BOOSTER

- Sentence rhythm: thought groups

Texts:

- A spending habits self-test
- Interview responses about financial goals
- A guide to charitable giving

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Draw conclusions
- Express and support an opinion

Task:

- Write a personal statement about how you manage financial responsibilities

Skill:

- Organizing information by degrees of importance

- Use *Can I ask you a question about...?* to introduce a subject you are unsure of
- Use *I mean* to elaborate on a prior statement or question
- Use *Actually*, to assert a point of view
- Begin a question with *So* to affirm understanding of someone's earlier statement
- Say *I think that might be...* to gently warn that something is inappropriate

- Listen for main ideas
- Listen for details
- Listen to summarize

PRONUNCIATION BOOSTER

- Linking sounds

Texts:

- Descriptions of personal style
- An article about the evolution of "business casual" attire
- An article about questionable cosmetic procedures
- Advertisements for cosmetic procedures

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Identify supporting details
- Express and support an opinion

Task:

- Write two paragraphs comparing tastes in fashion

Skill:

- Compare and contrast: Review

- Use *Do you mind...?* to ask permission to do something
- Use *Not at all* to affirm that you are not bothered or inconvenienced
- Use *That's very [considerate] of you* to thank someone for accommodating you

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

PRONUNCIATION BOOSTER

- Unstressed syllables: vowel reduction to /ə/

Texts:

- A questionnaire about community
- Interview responses about pet peeves
- A magazine article about urban crime
- A website about community projects

Skills / strategies:

- Understand idioms and expressions
- Classify
- Understand meaning from context
- Critical thinking

Task:

- Write a formal letter of complaint

Skill:

- Formal letters: Review

UNIT 6

Animals

PAGE 62

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

- Categories of animals
- Describing pets
- Animal social groups and physical features

- Passive modals

GRAMMAR BOOSTER

- Modals and modal-like expressions: summary

UNIT 7

Advertising and Consumers

PAGE 74

- Evaluate ways and places to shop
- Discuss your reactions to ads
- Discuss problem shopping behavior
- Persuade someone to buy a product

- Verbs for shopping activities
- Ways to persuade

- Passive forms of gerunds and infinitives

GRAMMAR BOOSTER

- The passive voice: review and expansion

UNIT 8

Family Trends

PAGE 86

- Describe family trends
- Discuss parent-teen issues
- Compare generations
- Discuss caring for the elderly

- Describing parent and teen behavior

Word Study:

- Transforming verbs and adjectives into nouns

- Repeated comparatives and double comparatives

GRAMMAR BOOSTER

- Making comparisons: review and expansion
- Other uses of comparatives, superlatives, and comparisons with *as...as*

UNIT 9

Facts, Theories, and Hoaxes

PAGE 98

- Speculate about everyday situations
- Present a theory
- Discuss how believable a story is
- Evaluate the trustworthiness of news sources

- Degrees of certainty

Word Study:

- Adjectives with the suffix *-able*

- Perfect modals for speculating about the past: active and passive voice

GRAMMAR BOOSTER

- Perfect modals: short responses (active and passive voice)

UNIT 10

Your Free Time

PAGE 110

- Suggest ways to reduce stress
- Describe how you got interested in a hobby
- Discuss how mobile devices affect us
- Compare attitudes about taking risks

- Ways to describe people
- Ways to reduce stress

Word Study:

- Adverbs of manner

- Expressing an expectation with *be supposed to*
- Describing past repeated or habitual actions: *would* and the past continuous with *always*

GRAMMAR BOOSTER

- *Be supposed to*: expansion
- *Would*: review
- Grammar for Writing: placement of adverbs of manner

Reference Charts	page 122
Grammar Booster	page 134
Pronunciation Booster	page 145
Test-Taking Skills Booster	page 156

CONVERSATION STRATEGIES

- Use I've heard to introduce a commonly-held belief or opinion
- Respond with In what way? to request further explanation
- Use For one thing to introduce a first supporting argument
- Use And besides to add another supporting argument
- Use But what if to suggest a hypothetical situation

- Say Quick question to indicate one wants some simple information
- Introduce an opinion with I find
- Say That's good to know to express satisfaction for information
- Use Why don't you... to offer advice

- Ask Why's that? to ask someone to elaborate on an opinion
- Say I suppose, but... to signal partial agreement

- Use I wonder to introduce something you're not sure about
- Say I'm sure it's nothing to indicate that something is probably not serious
- Say I suppose you're right to acknowledge someone's point of view
- Say There must be a good explanation to assure someone that things will turn out OK

- Say Uh-oh to indicate that you realize you've made a mistake
- Use I just realized to acknowledge a mistake
- Use Well, frankly to indicate that you are going to be honest about something
- Use It's just that or Let's face it to introduce an honest criticism or assessment
- Use You know what? to introduce a piece of advice

LISTENING / PRONUNCIATION

- Listen to activate vocabulary
- Listen to define terms
- Listen for examples
- Listen for details

PRONUNCIATION BOOSTER

- Sound reduction

- Listen to activate vocabulary
- Listen to infer

PRONUNCIATION BOOSTER

- Vowel sounds /i:/ and /ɪ/

- Listen to activate grammar
- Listen to activate vocabulary
- Listen for supporting information
- Listen for details
- Listen to compare and contrast

PRONUNCIATION BOOSTER

- Stress placement: prefixes and suffixes

- Listen to activate vocabulary
- Listen for main ideas
- Listen to draw conclusions

PRONUNCIATION BOOSTER

- Reduction and linking in perfect modal and the passive voice

- Listen to activate vocabulary
- Listen for main ideas
- Listen for supporting details
- Listen to understand meaning from context

PRONUNCIATION BOOSTER

- Vowel sounds /eɪ/, /ɛɪ/, /æ/, and /ʌ/

READING

Texts:

- Social media posts about treatment of animals
- An article about animal conservation

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Recognize cause and effect

Texts:

- Self-tests about shopping mistakes and behavior
- Descriptions of techniques used in advertising
- Interview responses about compulsive shopping

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Identify supporting details

Texts:

- A survey about parents and teens
- A brochure about falling birthrates
- A report on the increase in global population of older people

Skills / strategies:

- Understand idioms and expressions
- Summarize
- Understand meaning from context
- Critical thinking
- Draw conclusions

Texts:

- Quiz about tricky facts
- An article about Rapa Nui
- Facts and theories about mysteries
- An article about a UFO conspiracy theory
- A survey about the trustworthiness of information sources

Skills / strategies:

- Understand idioms and expressions
- Confirm point of view
- Infer information

Texts:

- A survey about free time
- Descriptions of how people got interested in their hobbies
- An article about the impact of mobile devices
- A survey about mobile device usage

Skills / strategies:

- Understand idioms and expressions
- Understand meaning from context
- Identify supporting details
- Infer point of view

WRITING

Task:

- Write a persuasive essay about the treatment of animals

Skill:

- Supporting a point of view

Task:

- Write a summary of an article

Skill:

- Summarize and paraphrase someone's point of view

Task:

- Write a blog post of three or more paragraphs about advice for parents and teens

Skill:

- Avoiding run-on sentences and comma splices

Task:

- Write a news article about a mysterious event

Skill:

- Avoiding sentence fragments

Task:

- Write a critique of an article

Skill:

- Presenting and supporting opinions clearly

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.*

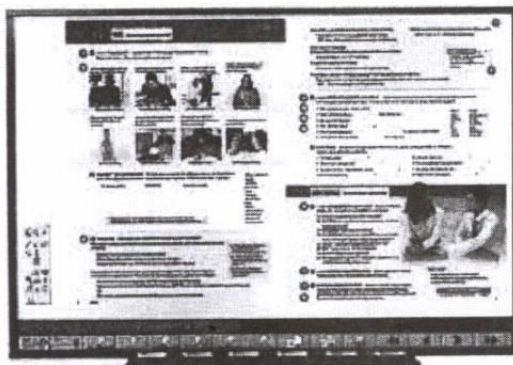
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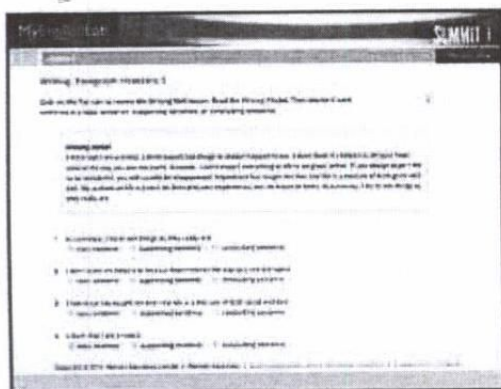
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Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Top Notch*. She is also author 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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