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<td>• Ask about someone’s background&lt;br&gt;• Discuss career and study plans&lt;br&gt;• Compare your dreams and goals in life&lt;br&gt;• Describe job qualifications</td>
<td>• Job applications&lt;br&gt;• Collocations for career and study plans&lt;br&gt;• Describing dreams and goals&lt;br&gt;Word Study:&lt;br&gt;• Collocations with <em>have</em> and <em>get</em> for qualifications</td>
<td>• Simultaneous and sequential past actions: review and expansion&lt;br&gt;• Completed and uncompleted past actions closely related to the present&lt;br&gt;<strong>GRAMMAR BOOSTER</strong>&lt;br&gt;• Describing past actions and events: review&lt;br&gt;• Stative verbs: non-action and action meanings</td>
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<td>• Taking or avoiding responsibility&lt;br&gt;• Philanthropic work&lt;br&gt;Word Study:&lt;br&gt;• Expressing frustration, empathy, and encouragement&lt;br&gt;• Physical effects of fear&lt;br&gt;Word Study:&lt;br&gt;• Using parts of speech</td>
<td>• Adjective clauses: review and expansion&lt;br&gt;• “Comment” clauses&lt;br&gt;<strong>GRAMMAR BOOSTER</strong>&lt;br&gt;• Adjective clauses: overview&lt;br&gt;• Grammar for Writing: adjectives with quantifiers&lt;br&gt;• Grammar for Writing: reduced adjective clauses</td>
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<td>• Expressing frustration, empathy, and encouragement&lt;br&gt;• Physical effects of fear&lt;br&gt;Word Study:&lt;br&gt;• Using parts of speech&lt;br&gt;• Clauses with <em>no matter</em>&lt;br&gt;• Using <em>so … (that)</em> or <em>such … (that)</em> to explain results&lt;br&gt;<strong>GRAMMAR BOOSTER</strong>&lt;br&gt;• Embedded questions: review and common errors&lt;br&gt;• Non-count nouns made countable&lt;br&gt;• Nouns used in both countable and uncountable sense</td>
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<td><strong>UNIT 5</strong>&lt;br&gt;Humor&lt;br&gt;PAGE 50</td>
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**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**

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<tr>
<th>LISTENING SKILLS</th>
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<td><strong>Sentence stress and intonation: review</strong></td>
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<td><strong>PRONUNCIATION BOOSTER:</strong></td>
<td><strong>Emphatic stress and pitch to express emotion</strong></td>
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**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

- **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
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| **UNIT 6** | **Troubles While Traveling** | - 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 … |
| **UNIT 7** | **Mind Over Matter** | - Suggest that someone is being gullible  
- Examine superstitions for believability  
- Talk about the power of suggestion  
- Discuss phobias | - Ways to express disbelief  
Word Study:  
Expressions with mind  
Noun and adjective forms | - Nouns: indefinite, definite, unique, and generic meaning (review and expansion)  
- Indirect speech: it + a passive reporting verb |
| **UNIT 8** | **Performing at Your Best** | - 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 |
| **UNIT 9** | **What Lies Ahead?** | - 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 |
| **UNIT 10** | **An Interconnected World** | - 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  
- Phrasal verbs: expansion |

Reference Charts  
Grammar Booster  
Pronunciation Booster  
Test-Taking Skills Booster  

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### 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
- Listen to infer

**PRONUNCIATION BOOSTER**
- Regular past participle endings
- Reduction in perfect modals

#### Pronunciation Booster
- Linking sounds

### 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

**Task:**
- Write an essay comparing and contrasting two means of transportation

**Skill:**
- A comparison and contrast essay

### Writing

**Task:**
- Write a four-paragraph essay on superstitions

**Skill:**
- Subject / verb agreement: expansion

### 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
- Infer meaning
- Draw conclusions
- Critical thinking

**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.

**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
- Apply ideas
- Relate to personal experience

**Task:**
- Write a four- or five-paragraph essay about the future

**Skill:**
- The thesis statement in a formal essay

### 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.

**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
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
COMPONENTS

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

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.

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