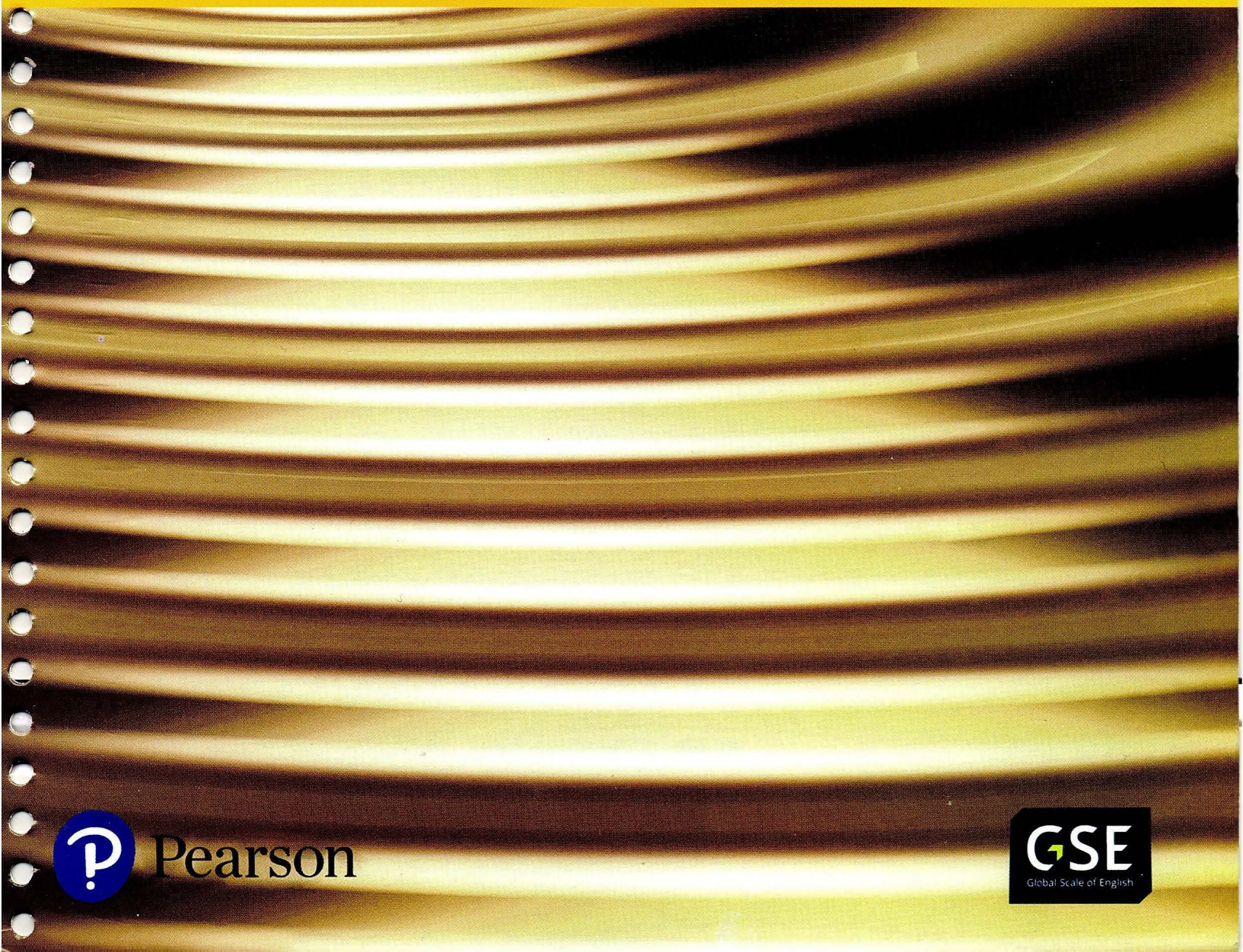
www.ZabanBook.com
زبان بوک

THIRD EDITION

SUMMIT 1

JOAN SASLOW ALLEN ASCHER

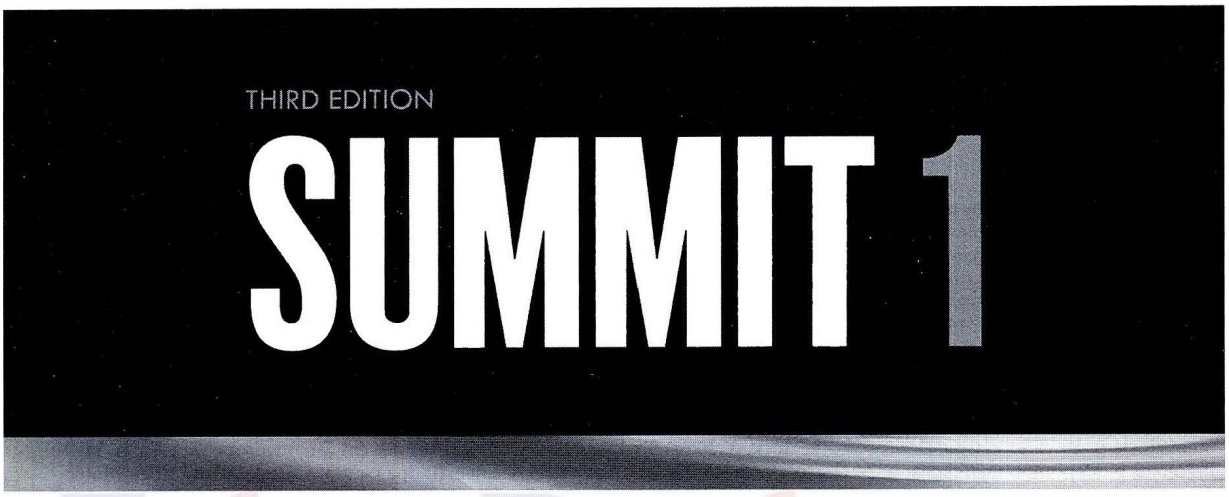
TEACHER'S EDITION and LESSON PLANNER



Pearson

GSE
Global Scale of English

www.ZabanBook.com
زبان بوک



TEACHER'S EDITION AND LESSON PLANNER

JOAN SASLOW
ALLEN ASCHER

شماره کتابشناسی ملی	: ۵۱۳۱۴۳۸
عنوان و نام پدیدآور	: Summit 1: teacher's edition and Lesson planner / Joan Saslow, Allen Ascher.
مشخصات نشر	: تهران : جنگل، ۱۳۹۷= ۲۰۱۸م.
مشخصات ظاهری	: ۲۰۸ص.؛ ۲۲ × ۲۹ س‌م.
یادداشت	: انگلیسی.
یادداشت	: افست از روی چاپ پیرسون: ویراست سوم.
آوانویسی عنوان	: سامیت...
موضوع	: معلمان زبان انگلیسی -- راهنمای آموزشی
موضوع	: English teachers -- Study and teaching
موضوع	: زبان انگلیسی -- کتاب‌های درسی برای خارجیان
موضوع	: English language -- Textbooks for foreign speakers
رده بندی دیویی	: ۴۲۸/۰۰۷۶
رده بندی کنگره	: ۱۳۹۷ ۵س آ۲/ PE۱۱۲۸
سرشناسه	: سسلو، جون ام.، ۱۹۴۴ - م. Saslow, Joan M
شناسه افزوده	: آشر، آلن
شناسه افزوده	: Ascher, Allen
وضعیت فهرست نویسی	: فیپا

عنوان کتاب	: Summit 1 Teacher's Edition and Lesson Planner – 3rd Edition
مولف	: Joan Saslow, Allen Ascher
ناشر	: انتشارات جنگل
نوبت، سال چاپ	: اول، ۱۳۹۷
قطع، تیراژ	: رحلی، ۲۰۰
قیمت	: ۳۰،۰۰۰ تومان

تهران، میدان انقلاب، خیابان انقلاب، خیابان ۱۲ فروردین، خیابان لبافی نژاد، نرسیده به خیابان منیری جاوید (اردیبهشت)، پلاک ۱۸۵
تلفن : ۰۲۱۵۴۱۱۳
وب سایت : www.jangal.com
ایمیل : info@jangal.com

CONTENTS

About the Authors v
Learning Objectives vi
To the Teacher x
Components xi
Using your *Summit* Teacher's Edition and Lesson Planner xii

Lesson Planner

UNIT 1 Outlook and Behavior T2
UNIT 2 Music and Other Arts T14
UNIT 3 Money, Finance, and You T26
UNIT 4 Clothing and Appearance T38
UNIT 5 Communities T50
UNIT 6 Animals T62
UNIT 7 Advertising and Consumers T74
UNIT 8 Family Trends T86
UNIT 9 Facts, Theories, and Hoaxes T98
UNIT 10 Your Free Time T110

Reference Charts 122
GRAMMAR BOOSTER T125
PRONUNCIATION BOOSTER T141
TEST-TAKING SKILLS BOOSTER 151

Other Resources

Audioscript 161
Summit TV Teaching Notes 177
Conversation and Discussion Activator Video Scripts 198

www.ZabanBook.com زبان بوک

www.ZabanBook.com
زبان بوک

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 developing the digital Extra Challenge Reading Activities that appear with all reading selections in ***Summit 1***.

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 Víctor Jacobs Sukahai**, Universidad de Valle 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 Obispado, 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 Bolivar, 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. Valdivia Pereyra**, CBA, Santa Cruz, Bolivia • **Magno Alejandro Vivar Hurtado**, Salesian Polytechnic University, Ecuador • **Belkis Yanes**, Caracas, Venezuela • **Holger Zamora**, ICPNA Cusco, Peru • **Maria Cristina Zanon Costa**, Metalanguage, São Paulo, Brazil • **Kathia Zegarra**, Idiomas Católica, Lima, Peru.

LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 **Outlook and Behavior** PAGE 2	• Describe your personality • Discuss someone's behavior • Compare perspectives on world problems • Discuss creative ways to achieve a goal	• Adjectives to describe personality traits **Word Study:** • Adjective suffixes -ful and -less	• Gerunds and infinitives: review and expansion • Verbs that require a noun or pronoun before an infinitive **GRAMMAR BOOSTER** • Infinitives: review, expansion, and common errors • Grammar for writing: parallelism with gerunds and infinitives
UNIT 2 **Music and Other Arts** PAGE 14	• Describe how you've been enjoying the arts • Express a negative opinion politely • Describe a creative personality • Discuss the benefits of the arts	• Elements of music • Negative descriptions of music • Describing creative personalities **Word Study:** • Using participial adjectives	• The present perfect continuous • Cleft sentences with What **GRAMMAR BOOSTER** • 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	• Express buyer's remorse • Talk about financial goals and plans • Discuss good and bad money management • Explain reasons for charitable giving	• Describing spending styles • Expressing buyer's remorse • Good and bad money management **Word Study:** • Parts of speech	• Expressing regrets about the past: wish + past perfect; should have / ought to have + past participle; if only + past perfect. • Completed future actions and plans: The future perfect and perfect infinitives **GRAMMAR BOOSTER** • The past unreal conditional: inverted form • The future continuous • The future perfect continuous
UNIT 4 **Clothing and Appearance** PAGE 38	• Describe clothing details and formality • Talk about changes in clothing customs • Examine questionable cosmetic procedures • Discuss appearance and self-esteem	• Adjectives to describe fashion • Describing clothes **Word Study:** • Compound words with self-	• Quantifiers: review and expansion **GRAMMAR BOOSTER** • A few / few; a little / little • Quantifiers: using of for specific reference • Quantifiers used without referents • Grammar for Writing: subject-verb agreement of quantifiers followed by of
UNIT 5 **Communities** PAGE 50	• 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	• Types of locations • Community service activities **Word Study:** • Using negative prefixes to form antonyms	• Possessive gerunds • Paired conjunctions **GRAMMAR BOOSTER** • Conjunctions with so, too, neither, or not either • So, too, neither, or not either: short responses

www.ZabanBook.com
زبان بوک

www.ZabanBook.com
زبان بوک

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• 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	• 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	**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	**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	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
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 125
Pronunciation Booster ..... page 141
Test-Taking Skills Booster ..... page 151

www.ZabanBook.com زبان بوک

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
• 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	• Listen to activate vocabulary • Listen to define terms • Listen for examples • Listen for details **PRONUNCIATION BOOSTER** • Sound reduction	**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	**Task:** • Write a persuasive essay about the treatment of animals **Skill:** • Supporting a point of view
• 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	• Listen to activate vocabulary • Listen to infer **PRONUNCIATION BOOSTER** • Vowel sounds /i/ and /ɪ/	**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	**Task:** • Write a summary of an article **Skill:** • Summarize and paraphrase someone's point of view
• Ask Why's that? to ask someone to elaborate on an opinion • Say I suppose, but... to signal partial agreement	• 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	**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	**Task:** • Write a blog post of three or more paragraphs about advice for parents and teens **Skill:** • Avoiding run-on sentences and comma splices
• 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	• Listen to activate vocabulary • Listen for main ideas • Listen to draw conclusions **PRONUNCIATION BOOSTER** • Reduction and linking in perfect modals in the passive voice	**Texts:** • A 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	**Task:** • Write a news article about a mysterious event **Skill:** • Avoiding sentence fragments
• 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	• Listen to activate vocabulary • Listen for main ideas • Listen for supporting details • Listen to understand meaning from context **PRONUNCIATION BOOSTER** • Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/	**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	**Task:** • Write a critique of an article **Skill:** • Presenting and supporting opinions clearly

www.ZabanBook.com زبان بوک

www.ZabanBook.com
زبان بوک

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.

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

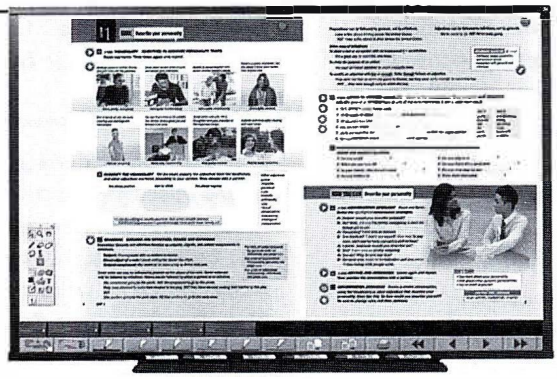
**Summit* is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

www.ZabanBook.com
زبان بوک

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, audioscripts, and video scripts

For extra support . . .

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

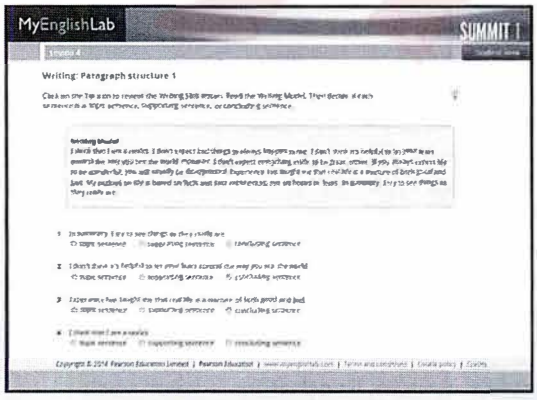
For assessment . . .

- 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

USING YOUR *SUMMIT* TEACHER'S EDITION AND LESSON PLANNER

The **Teacher's Edition and Lesson Planner** provides detailed notes for planning and presenting your lessons, plus ideas for extending them. You will find additional support in *ActiveTeach*, a digital tool that goes hand in hand with the Teacher's Edition. *ActiveTeach* provides an interactive classroom experience with or without an interactive whiteboard (IWB).

The instructions here will guide you as you use the teaching suggestions in the Lesson Plans, and explain the printable and digital resources in *ActiveTeach*.

In addition, the authors recommend you consult the **Methods Handbook** for support in developing effective techniques for teaching in a communicative classroom and for teaching tips for achieving the best results with the *Summit* course. You can find the **Methods Handbook** in the folder labeled "Methodology" within "Teacher Resources" on *ActiveTeach*. Within "Methodology," you will also find the article "**Great Ideas for Teaching with *ActiveTeach*,**" which explains numerous ways in which you can use *ActiveTeach* to enhance your in-class lessons.

Overview

Starting with Unit 1, each two-page lesson is designed for a period of 45 to 60 minutes. To plan a class of approximately 45 minutes, use the shorter estimated teaching times as a guide when a range is shown. To plan a class of at least 60 minutes, use the longer estimated times. Your actual teaching time may vary according to your students' needs, your program schedule, and your teaching style. Write your actual teaching time in the space provided for future reference.

Activities labeled *Option* include suggested teaching times that should be added to the lesson.

In addition, these optional digital activities referenced throughout this Teacher's Edition are available in *ActiveTeach* to enrich your lesson.

More Exercises

Additional exercises are provided for each grammar presentation. The Extra Grammar Exercises can be presented as interactive digital activities, or they can be printed out and distributed as handouts from the "Printable Extension Activities" menu in "Teacher Resources."

Conversation Activator Video

This unique video provides a dramatic demonstration of how students can be maximally productive as they create their own personalized conversations. The Conversation Activator Video encourages students to "say as much as they can." If you wish, you can show a transcript from the video player on ActiveTeach or print out the video script from the "Teacher Resources" menu.

Discussion Activator Video

A Discussion Activator Video, which accompanies one of the discussion activities in each unit, provides support to help students develop their own free discussions. You can show a transcript from the video player on *ActiveTeach* or print out the video script from the "Teacher Resources" menu.

Digital Games

A game called "Stepping Stones" provides additional review and practice of unit language. It can be opened by clicking the icon on the digital Student's Book page in *ActiveTeach*, or it can be accessed in "Teacher Resources" within *ActiveTeach*.

Open Printable Extension Activities and other resources in *ActiveTeach*

A multitude of additional activities and resources can be viewed and printed from the "Printable Extension Activities" menu in "Teacher Resources" within *ActiveTeach*. Throughout the Lesson Plan notes, the following printable extension activities and resources are referenced with the print icon at the suggested point of use in the lesson:

- Conversation Activator: Speaking Booster
- Discussion: Speaking Booster
- Extra Challenge Reading Activities
- Extra Grammar Exercises
- Extra Reading Comprehension Questions
- Graphic Organizers
- Inductive Grammar Activities
- Listening Strategies
- Pronunciation Pair Work
- Reading Strategies
- Vocabulary-building Strategies
- Writing Process Worksheets

Other available resources, listed at the end of each unit, include Audioscripts, Answer Keys, "Can-Do" Self-Assessment, Conversation and Discussion Activator Video Scripts, Oral Progress Assessment Charts, and a Reading Speed Calculator.

GRAMMAR BOOSTER | PRONUNCIATION BOOSTER | TEST-TAKING SKILLS BOOSTER

Clicking on next to the Grammar Booster, Pronunciation Booster, and Test-Taking Skills Booster boxes on the digital Student's Book page in *ActiveTeach*

www.ZabanBook.com
زبان بوک

opens the associated Booster page from the back of the Student's Book. Clicking on the icon returns you to the lesson you were viewing.

Other Supplements

In addition to the digital and printable extras listed, *Summit* offers even more supplements. The EXTRAS icon, which appears at the end of each unit, lists additional supplementary components and materials available to support the lesson or individual units.

Supplementary components include:

Workbook Lesson-by-lesson written exercises.

MyEnglishLab An online learning tool with a multitude of features to support students and teachers, including: Grammar Coach videos, immediate and meaningful feedback on wrong answers, remedial grammar exercises, interactive practice of all material presented in the course, grade reports that display performance and time on tasks, and auto-graded achievement tests.

Summit TV The video program includes authentic documentaries (all new for the third edition), and unscripted, unrehearsed on-the-street interviews, featuring a variety of regional and non-native accents. *Summit TV* Activity Worksheets provide additional listening and language review and practice. Access the full video program and the worksheets from the "*Summit TV*" menu in *ActiveTeach*.

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

Online Teacher Resources Additional teacher resources are available at **pearsonelt.com/summit**.

***Summit* Go App** Students can download the entire Classroom Audio Program onto their mobile device for listening and pronunciation practice outside of class. With the *Summit* Go app, students can control the audio speed and access the audio transcripts.

Free Student Resources Additional student resources are available at english.com/summit3e, including Extra Practice Activities, Web Projects, and—as an alternative to the *Summit* Go app—the complete *Summit* Classroom Audio Program in downloadable mp3 files.

Full Course Placement Tests Accurately place your students into *Summit*. Available on CD or online. Includes detailed instructions for administering the test, and guidelines for scoring and placement.

Student's Book icons and *ActiveTeach* icons

The icons used in the Student's Book and *ActiveTeach* are different. Here are the corresponding icons:

	Student's Book icon	ActiveTeach icon
Conversation Activator Video	DIGITAL VIDEO	
Discussion Activator Video	DIGITAL VIDEO	
Conversation Activator: Speaking Booster	DIGITAL SPEAKING BOOSTER	
Discussion: Speaking Booster	DIGITAL SPEAKING BOOSTER	
Extra Challenge Reading Activity	DIGITAL EXTRA CHALLENGE	
Extra Grammar Exercises	DIGITAL MORE EXERCISES	
Inductive Grammar Activity	DIGITAL INDUCTIVE ACTIVITY	
Listening Strategies	DIGITAL STRATEGIES	
Reading Strategies	DIGITAL STRATEGIES	
Vocabulary-Building Strategies	DIGITAL STRATEGIES	
Writing Process Worksheets	DIGITAL WRITING PROCESS	
Game	DIGITAL GAMES	

www.ZabanBook.com
زبان بوک

UNIT 1

Outlook and Behavior

www.ZabanBook.com
زبان بوک

PREVIEW

A FRAME YOUR IDEAS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Ask students to look at the picture of the glass of water. Call on a volunteer to read the question on the glass. Poll the class and write the number of people who saw the glass as half full and half empty.
- Have a volunteer read the title of the article. Elicit from the class that an optimist is someone who is usually hopeful and believes that good things will happen; a realist is someone who accepts that life isn't always perfect and deals with problems practically; and a pessimist is a person who expects that bad things will happen. Then ask individual students *How do you see the world? Do you have a positive or a negative outlook?*
- Give students a few minutes to complete the quiz.
- Bring the class together and ask *Did the quiz confirm how you see yourself?*

LANGUAGE NOTE In English, the analogy of the glass being half full or half empty is used to describe someone's outlook on life in general or on a specific experience.

You win some, you lose some is an expression used to show that you accept that you weren't successful at something. It can also be used to show another person sympathy that something didn't work out. The abbreviated version is also used: *Win some, lose some.* A similar expression is *You can't win them all.*

B PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students work in pairs to compare quizzes and answer the questions.
- Bring the class together. Ask *Were you surprised to learn your partner's outlook on life? Do you have similar outlooks?*

LANGUAGE NOTE You may need to clarify the differences between the noun and adjective forms: *optimist, optimistic; realist, realistic; pessimist, pessimistic.*

- A person or perspective can be *optimistic, realistic,* or *pessimistic.*
- A person can be described as *an optimist, a realist,* or *a pessimist.*
- The abstract nouns are *optimism, realism,* and *pessimism.* For example, *Some optimism is always good.*

Option: [+5 minutes] Invite pairs to think up scenarios similar to those described in the quiz and ask each other how they would react. These can be made-up situations or examples from real life.

C GROUP WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Add up all student scores on the board, and divide by the number of people in the class to get the average class score.
- Then write *On average, our class is* _____.

Option: [+5 minutes] Ask *Did anyone score closely between optimist/realist or realist/pessimist?* Invite students to share if anyone has a combination of outlooks. Then ask *Do you think it's possible to adjust your outlook? For example, can you train yourself to be more positive if you usually have a negative outlook?*

D 1:02 SPOTLIGHT

Suggested teaching time:	10 minutes	Your actual teaching time:	

- Before reading and listening to the conversation, write *Chikungunya* on the board. Ask *Has anyone heard of Chikungunya?* (a virus that spreads through mosquito bites; symptoms include fever, joint pain and swelling, headache, muscle pain, rash) *What other viruses are in the news recently?* (Answers will vary depending on geography and time available.)
- After students read and listen, check comprehension by asking *What is causing the viruses?* (global warming) *What kind of outlook does Leo have?* (pessimistic) *What kind of outlook does Nora have?* (realistic/optimistic) *Is Leo going to go to the company dinner at the outdoor restaurant? Why/Why not?* (No. He's afraid he might get Chikungunya.) *Is Nora going? Why/Why not?* (Yes. She is not worried.)

E UNDERSTAND IDIOMS AND EXPRESSIONS

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To model the activity, invite a volunteer to read the first expression. Ask students to find it in Exercise D. Call on another volunteer to read Leo's part where he uses the expression. Then read the choices and elicit the answer. If necessary, explain that the previous sentence mentions so many mosquitos appearing due to warmer weather caused by global warming. Thus more viruses are unavoidable.
- Have students work in pairs to complete the rest of the exercise. Encourage them to refer to the conversation and context to help them determine the correct answer. Circulate and assist as needed.
- Bring the class together and go over the answers.

LANGUAGE NOTE The idiom *roll with the punches* means to adapt to difficult situations as they occur. It is based on the boxing term *roll with the punches* where a fighter has to step aside while being hit to avoid getting a full blow. An abbreviated version for this idiom is *roll with it*.

The idiom *a sitting duck* refers to someone or something being open to attack. It refers to a duck floating on water; that is, a target for a predator or a hunter.

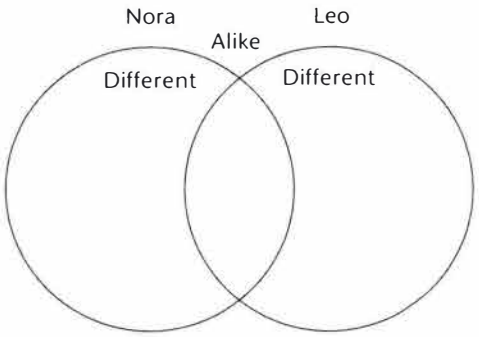
Option: [+5–10 minutes] Have pairs role-play the Spotlight conversation. Tell them they can choose the role of the person they are more like.

Challenge: [+15–20 minutes] Divide the class into pairs. Assign each pair one of the idioms or expressions. Have pairs prepare short role plays consisting of 4–5 exchanges, demonstrating correct use of the idiom or expression.

F COMPARE AND CONTRAST

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students discuss the questions in pairs.
- As students work, draw a comparison / contrast chart on the board:



- Have pairs copy the chart and fill in the circles with information that illustrates each person's point of view.
- Then bring the class together and call on volunteers to fill in the blanks (alike: Nora and Leo think the mosquito viruses are scary; Nora different: not too worried, rolls with the punches, it's part of life, wear long sleeves and hope for the best, will go to company dinner at outdoor restaurant; Leo different: thinks it's a matter of time until we get all kinds of new diseases, getting to him, won't go to company dinner at outdoor restaurant)
- On the board, write *Optimist, Pessimist, Realist*. Ask *Which label would you use for Leo?* (pessimist) *Which label would you use for Nora?* (realist) Poll the class to see who is more like Nora and who is more like Leo.

Option: [+5 minutes] Ask *How might an optimist approach the same topic?* (Possible answers: say everything will be fine, that this is a passing problem, no one will get hurt) Write all suggestions on the board.

Challenge: [+5–10 minutes] Divide the class into groups of three. Have students revise the role play to include a third person who gives an optimistic view of the topic.

SPEAKING ROLE PLAY

Suggested teaching time:	10–15 minutes	Your actual teaching time:	

- Call on volunteers to read the four statements aloud. Then read the idioms and expressions from Exercise E and tell students to use them in their role plays.
- Point out that more than one answer may be possible. Tell students they can adjust an expression as needed (e.g., *This has started getting to me* to *This is getting to you, isn't it?*) As students work, circulate and assist as needed.
- Bring the class together and call on pairs to share a role play. After each one, ask *Did anyone use a different expression?* Invite that pair to share.

Option: [+5 minutes] Have pairs choose one of their role plays and continue it for several more exchanges. Tell them to incorporate any of the other idioms and expressions from Exercise E.

www.ZabanBook.com زبان بوک

www.ZabanBook.com زبان بوک

LESSON 1

GOAL Describe your personality

A 1:03 VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Have students listen and read the adjectives to describe personality traits.
- Then have students listen and repeat the words chorally.
- To check comprehension, ask *What does* [easygoing] *mean?* Tell students to refer to the sentence(s) above each picture for the definition. Model the first answer if necessary: *Easygoing means that nothing bothers a person; he or she just rolls with the punches.*

LANGUAGE NOTE *Considerate* can reflect an affirmative action, as in being helpful to others. In that sense, it is almost a synonym of *helpful* or *polite*. However, *considerate* is also often used when one refrains from doing things that might annoy others, such as talking loudly on a cell phone in a quiet public place such as a train. For example, *Martha is very considerate. She doesn't play loud music when people around her are working.*

Trustworthy and *reliable* are similar in meaning, but *trustworthy* also suggests moral and ethical behavior. A trustworthy person is reliable, but is also truthful and honest and can be trusted with secrets and confidences.

Vocabulary-Building Strategies

B CLASSIFY THE VOCABULARY

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

- Call on a volunteer to read the list of other adjectives. Elicit definitions to check comprehension. Make sure students understand the words *liberal* (a person who favors progress or reform; a person who is willing to understand other people's ideas and opinions), *conservative* (a person who doesn't like change or new ideas), and *independent* (a person who is confident and able to do things by himself or herself).
- Ask students to complete the chart independently. Then have them compare charts with a partner. Circulate and assist as needed. Question students if they appear to have misplaced any of the adjectives. For example, ask *Why do you think being modest is negative? Do you think being rude can really be either positive or negative?* Invite students to explain their opinions on the words they put in the *Can be either* column.
- Draw a Venn Diagram on the board like the one in the book. Call on volunteers to fill in the chart. As students write each word, invite the class to respond if they agree. If there are words that students disagree on, write them in the *Can be either* column. Encourage students to present scenarios to support their opinions. For example, *Being serious is a good personality trait. But if a person is too serious, he or she may not know how to have fun and relax.*

C GRAMMAR

Suggested teaching time:	10 minutes	Your actual teaching time:	

- To review gerunds and infinitives, write *SEE* on the board. Ask *What is the infinitive form? What is the gerund form?* Write the words *to see / seeing* underneath.
- Have students read the Remember note. Remind students that a subject complement describes the subject after the verb *be* in a sentence. Point out the example in the chart. Provide an additional example if necessary: *My favorite sport is swimming.*
- Focus on the example sentences. To illustrate the various uses further, write the following on the board:

  My dream is <u>to run</u> in a marathon one day.

  <u>Running</u> is a good form of exercise.

  I enjoy <u>running</u> in the park.

- Ask students to identify the infinitive (*to run*) and gerund (*running*).
- Ask *In which sentence does the gerund or infinitive function as the subject?* (the second) *Direct object?* (the third) *Subject complement?* (the first)
- Ask students to read the second explanation and study the examples and incorrect uses.
- On the board, write:

  The job involves _____ (travel) to China.

  Laura agreed _____ (help) us.

  You never mentioned _____ (study) law.

  We didn't expect _____ (come) early.

  Above the examples write the corresponding labels:

  <u>Verbs followed only by gerunds</u>

  <u>Verbs followed only by infinitives</u>

- Point out that while some verbs can only be followed by gerunds or infinitives, others can take either. On the board, write:

  like continue can't stand

  Invite students to make statements using these verbs. Write some examples on the board. Reiterate that either a gerund or an infinitive is correct.
- Point out that some verbs can be followed by either a gerund or an infinitive; however, the meaning of the sentence might change. On the board, write:

  1. Owen stopped smoking.
  2. Owen stopped to smoke.

  Elicit the difference. (in sentence 1, Owen doesn't smoke anymore; in sentence 2, Owen stopped an activity to smoke) Write *try* and *forget* and elicit example sentences using a gerund and then an infinitive. Discuss the differences in meaning.

- Ask a student to read the explanation about prepositions. Write: *I'm interested in (take) a class.*
- Ask another student to read the explanation on the right about adjectives. Write: *I am happy (see) you.*

  Point out that an infinitive comes right after the adjective. For example, *I am happy to see you.* If there is a preposition after the adjective, then a gerund follows. For example, *I'm interested in taking a class.*
- Focus students' attention on the other uses of infinitives. Call on a volunteer to read the first rule and example. Write: *It's easy to forget a password.*
- Call on a volunteer to read the second rule and example. Write: *Mark got a second job to pay off his school loans.*
- Call on a volunteer to read the third rule and example. Write: *We didn't have enough time to eat before the show.*

Option: GRAMMAR BOOSTER *(Teaching notes p. T125)*

Inductive Grammar Activity

D 1:04 LISTEN TO ACTIVATE GRAMMAR

Suggested teaching time:	15 minutes	Your actual teaching time:	

- Pre-listening: Have students read the items and the words in the lists. Make sure they understand that each sentence will require an item from both List 1 and List 2.
- First listening: Pause after each statement to allow students time to choose the words and write the answers.
- Second listening: Have students listen again to check their work. Go over the answers as a class.

Extra Grammar Exercises

E PAIR WORK

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Divide the class into pairs and give them a few minutes to underline the verb, adjective, preposition, or expression before the blank. Point out that this will help them determine if a gerund or infinitive will follow.
- To model the exercise, copy item 1 on the board. Elicit from the class that a gerund follows the verb *avoid*. Tell students they can refer to Appendix "Verbs followed by a gerund" on page A3 for which form follows a specific verb and the grammar chart on page 5 to help figure out other uses of infinitives. Invite a volunteer to complete the question, or complete the question yourself.
- Give students a few minutes to write their questions. Circulate and assist as needed.
- Have pairs ask and answer each other's questions. Encourage students to answer in full sentences using the correct gerund or infinitive form.

NOW YOU CAN Describe your personality

A 1:05 CONVERSATION SPOTLIGHT

Suggested teaching time:	5 minutes	Your actual teaching time:	

www.ZabanBook.com زبان بوک

These conversation strategies are implicit in the model:

- Use I'd say to share what you think.
- Use I don't see myself that way to show disagreement with the way someone described you.
- Use I see you as + an adjective to describe a person.
- Use tend to be to introduce adjectives to describe someone.
- Use seem to like to introduce things a person likes to do.

- Have students look at the photo and speculate about the man and woman. Ask *Where are these people? What are they doing? Do you think this is a business or a social situation?*
- Have students read and listen to the conversation.
- To check comprehension, ask *What word does the man use to describe his personality? (easygoing) Does the woman agree?* (No, she thinks he is serious.) *Does the man see himself as serious?* (no) *How does the man see the woman?* (as outgoing)

B 1:06 RHYTHM AND INTONATION

Suggested teaching time:	5 minutes	Your actual teaching time:	

- Have students listen and repeat chorally. Make sure they:
  - use falling intonation for *So how would you describe yourself?* (line 1) and *Why do you say that?* (line 9)
  - use rising intonation for *Me?* (line 2), *Easygoing?* (line 4), *You?* (line 8), and *You do?* (line 9)
  - use emphatic stress on *serious* (line 4) and *me* (line 7)
  - stress *can't* (line 6)

C CONVERSATION ACTIVATOR

Suggested teaching time:	5–10 minutes	Your actual teaching time:	

Conversation Activator Video

- Divide the class into pairs. Instruct students that they will use the model in Exercise A Conversation Spotlight to role-play their own conversation with a partner.
- Refer students back to the lists of adjectives in Exercises A and B, Vocabulary, to help choose words to describe their personality.
- Ask a volunteer to read the words under Recycle This Language. Encourage students to incorporate these words into their conversation.
- Reinforce the use of the spotlighted conversation strategies. For example, *I'd say . . . , I see you as . . . , You tend to be . . .*

DON'T STOP! Before students begin to activate their conversations, bring their attention to the Don't Stop! note. Tell students that they should extend or lengthen their conversations by following directions in Don't Stop! Explain that this is an essential part of the activity. After students have activated their conversation one time, tell pairs to change roles so each student gets a chance to play A and B. Then have students change partners and Activate the Conversation again.

For more support, play the Conversation Activator Video before students do this activity. After the video, ask students how the model has been changed by the actors.

Conversation Activator: Speaking Booster

Conversation Activator Video Script

Unit 1, Lesson 1

F1: So how would you describe yourself?
F2: Me? Well, I'd say I'm pretty serious, especially about work.
F1: Would you say you're a very hardworking person?
F2: Well, yes. But I'm also pretty relaxed. I try not to let things get to me. I just roll with the punches.
F1: You're lucky. I'm so different. I tend to let little things freak me out.
F2: Really? Would you say you're a pessimist?
F1: Well, I don't see myself that way. I'd say I have a pretty positive outlook. I just want to be sure people at work think I'm reliable. But I probably worry too much about making mistakes.
F2: I think you're being modest. I'm sure you don't make many mistakes.
F1: I guess. But I do try to be careful. I'm always thinking it's just a matter of time, 'til I do. Better safe than sorry!
F2: And what's your husband like? Is he like you, or different?
F1: Jack? I'd say he's much more easygoing than I am. Nothing gets to him!

Unit 2, Lesson 2

M: Are you as much of a Rihanna fan as I am?
F: Rihanna? I hate to say it, but she's not one of my favorites.
M: Really? I'm surprised you're not a fan.
F: To tell the truth, what I'm not crazy about are some of the lyrics in her songs. I find them a bit offensive.
M: Wow. They don't bother me at all.
F: And I don't like the way she dresses.
M: No way!
F: Seriously. Her style's just not my thing. And her music's nothing to write home about.
M: Well, you should listen to some of her new stuff. I think she's really great.
F: Sorry, she's not for me. But you know who I *really* like?
M: Who?
F: Bruno Mars.
M: Bruno Mars? What do you like about *him*?
F: Everything! His music makes me want to get up and move. I think he's one of the most talented singers ever.
M: Actually, I find some of his songs kind of silly.
F: Well, I think he's got a great voice . . . and he's a great dancer.
M: Don't you think some of his lyrics are too sentimental?
F: Are you kidding? I love the lyrics, and I think his songs have pretty catchy melodies. Sometimes I just can't get them out of my head.
M: Well, he *is* really popular right now.

Unit 3, Lesson 1

M1: You know, I wish I hadn't bought that snowboard.
M2: What do you mean?
M1: Well, it just sits around collecting dust. I hate to say it, but I really haven't had much chance to use it.
M2: That's a shame. Can you give it to someone?
M1: Not really. No one I know snowboards. And there's no place near here where you can do that. If only I had thought about that before I bought it!

www.ZabanBook.com زبان بوک

Discussion Activator Video Scripts

Unit 1, Lesson 2

M1: My brother-in-law is really a problem.

M2: Your brother in law? In what way?

M1: Well, he was always very hardworking, which is a good thing. But lately he's become a total workaholic.

M2: What do you mean?

M1: Well, he goes to work early before the rest of the family even gets up. And he comes home after the kids have had dinner, so he doesn't get a chance to talk to them. And then, as soon as he finishes eating, he's at his computer working again!

M2: What does your sister say about it?

M1: Well, she asks him to cut down on his working time, and he promises to do that. He tries, but then after a week, he's back to the same thing.

M2: What are you going to do. . . . It sounds like an impossible situation. Your sister can't force him to not work so much. Maybe he really has to.

M1: Actually, my sister's come to the same conclusion. She's really a sweetheart. She tries not to express her anger about this because she knows he doesn't have much choice. So she basically does the job of two parents.

M2: What a team player!

M1: I'm not sure *she* sees it that way.

M2: Well, let me tell you about my boss. Listen to what he did yesterday.

M1: What did he do?

M2: Well, he'd been encouraging us to bring lunch to the office so we would spend less time on our lunch hour. A lot of people suspected that he wanted us to eat and work at the same time—which is against company rules, by the way.

M1: So what happened?

M2: Well, then he told everyone we could take only twenty minutes to finish our lunches! Can you believe that? He wants us to eat faster!

M1: You're right. He *is* a tyrant.

M2: He's just a pain in the neck, about everything!

M1: That really *does* sound like a problem. . . .

M2: But let me tell you about my sister, Emilie. She's a total people person . . .

Unit 2, Lesson 1

M: Have you been going to many plays or musicals recently?

F: Actually, no I haven't. But I've been going to a lot of museums.

M: Really? Which ones?

F: Well, I love the Museum of Modern Art. I like to go see their exhibits several times each year. But I particularly like small museums like the Gary Museum.

M: What's special about that one?

F: It specializes in Asian art. They've been featuring some interesting shows this past year, so I've been going there a lot. What about you? Do you like going to museums?

M: Not really. They're just not my thing. But my wife and I have been going to the theater a lot recently.

F: Do you prefer plays or musicals?

M: I like both. If the melodies and lyrics are catchy, musicals are great. When we saw *Les Misérables,* I couldn't get the songs out of my head for weeks.

www.ZabanBook.com زبان بوک

M: I don't know . . . It just doesn't make sense to me.

F: Then how would you explain it?

M: In my opinion, there's no question people are just making up stories. I think someone must have wanted some attention, so he or she just made up the first story about seeing some strange human-like creature. And then other people started doing the same thing.

F: But someone could have actually seen one. Just because they didn't get a photograph doesn't mean it isn't true.

M: That would have been more believable years ago. But today with smart phones, everyone takes pictures. . . or even better, makes a video.

F: I see your point. With new technology, you'd think a yeti would have been photographed by now. But I still wonder if it's possible it could be true. . .

M: Then I'll be the first person to admit I was wrong. But clearly that's not going to happen.

F: So what about the Nazca lines? How do you think they were made? . . .

Unit 10, Lesson 2

F: So do you have any hobbies?

M: Sure. I think everyone's got some kind of hobby. I like fixing things.

F: Really? Like what?

M: Almost anything. I like figuring out how things work.

F: That's amazing. How did you first get interested in fixing stuff?

M: I guess it started when I was a teenager. We had an old clock that stopped working, so I gave it a try. After that, my mom or dad would bring me something that wasn't working anymore and ask me to fix it. So I did.

F: You must have gotten really good at it.

M: I did. In fact, people in the neighborhood were always asking me to fix their stuff.

F: And it's still just a hobby? You never tried to make money from it?

M: No, I just enjoy doing it. It makes me feel good. If someone I know has something that needs to be fixed, I give it my all. What about you? What's your hobby?

F: Me? I like dancing.

M: Well, I can understand why you'd enjoy doing that.

F: I've loved dancing since I was really young. My mom says that when I was a baby I would dance whenever she listened to music on the radio.

M: What kind of music do you like to dance to?

F: Well, salsa's my favorite now. But when I was younger, I would dance to any kind of music. Even classical!

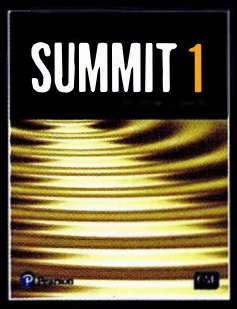
M: Well, I wouldn't call dancing a hobby for me. But I've always liked playing the guitar. . .

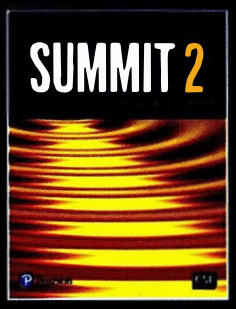
www.ZabanBook.com زبان بوک

FULLY REVISED

THIRD EDITION

SUMMIT 1





Summit develops confident English speakers able to navigate the social and professional situations they will encounter in their lives. It delivers immediate, demonstrable results through its goals- and achievement-based pedagogy and continual recycling of language.

Summit offers more ready-to-use teacher resources than any course available today.

www.ZabanBook.com
زبان بوک

Key features of the new edition

- All new and updated content
- Greatly increased grammar, reading, listening, and writing practice, plus extra digital exercises
- Conversation Activator videos to build communicative competence
- Discussion Activator videos to increase quality and quantity of expression
- A Test-Taking Skills Booster to help students succeed on standardized tests

COMPLETE AND FLEXIBLE

- MyEnglishLab is an online learning platform that offers personalized practice in all four skills, with feedback on errors and access to Grammar Coach videos.

- **ActiveTeach** is a powerful multimedia teaching resource that includes a digital version of the Student's Book with interactive whiteboard tools, complete lesson plans, assessment tools, and access to audio, video, and interactive exercises, plus hundreds of printable extension activities.

- Listen to the **Classroom Audio Program** anytime, anywhere: download the mp3 files from www.english.com/summit3e or get the *Summit* Go app, which provides speed control, navigation, and audio transcripts.

- **Student's Book** with or without MyEnglishLab
- **Workbook**
- **Teacher's Edition and Lesson Planner**
- **Full-Course Placement Tests** printable and online
- **Assessment** online in MyEnglishLab and printable from ActiveTeach
- **Classroom Audio Program** (CDs)

Summit 1 and *Summit 2* are designed to follow the four-level *Top Notch* course. *Top Notch* takes students from CEF A1 to B1+ (20-59 on the Global Scale of English).

www.pearsonelt.com/summit3e

ISBN-13: 978-0-13-449904-8
ISBN-10: 0-13-449904-2
EAN
9 780134 499048
90000>