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Lesson Planner

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| UNIT | COMMUNICATION GOALS | VOCABULARY | GRAMMAR |
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| UNIT 6 Animals PAGE 62 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Categories of animals Describing pets Animal social groups and physical features | <ul style="list-style-type: none"> Passive modals GRAMMAR BOOSTER <ul style="list-style-type: none"> Modals and modal-like expressions: summary |
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| UNIT 8 Family Trends PAGE 86 | <ul style="list-style-type: none"> Describe family trends Discuss parent-teen issues Compare generations Discuss caring for the elderly | <ul style="list-style-type: none"> Describing parent and teen behavior Word Study: <ul style="list-style-type: none"> Transforming verbs and adjectives into nouns | <ul style="list-style-type: none"> Repeated comparatives and double comparatives GRAMMAR BOOSTER <ul style="list-style-type: none"> Making comparisons: review and expansion Other uses of comparatives, superlatives, and comparisons with <u>as...as</u> |
| UNIT 9 Facts, Theories, and Hoaxes PAGE 98 | <ul style="list-style-type: none"> Speculate about everyday situations Present a theory Discuss how believable a story is Evaluate the trustworthiness of news sources | <ul style="list-style-type: none"> Degrees of certainty Word Study: <ul style="list-style-type: none"> Adjectives with the suffix <u>-able</u> | <ul style="list-style-type: none"> Perfect modals for speculating about the past: active and passive voice GRAMMAR BOOSTER <ul style="list-style-type: none"> Perfect modals: short responses (active and passive voice) |
| UNIT 10 Your Free Time PAGE 110 | <ul style="list-style-type: none"> Suggest ways to reduce stress Describe how you got interested in a hobby Discuss how mobile devices affect us Compare attitudes about taking risks | <ul style="list-style-type: none"> Ways to describe people Ways to reduce stress Word Study: <ul style="list-style-type: none"> Adverbs of manner | <ul style="list-style-type: none"> Expressing an expectation with <u>be supposed to</u> Describing past repeated or habitual actions: <u>would</u> and the past continuous with <u>always</u> GRAMMAR BOOSTER <ul style="list-style-type: none"> <u>Be supposed to</u>: expansion <u>Would</u>: 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

- 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: | |
|--------------------------|-----------|----------------------------|--|

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

D NOTICE THE GRAMMAR Find one passive modal in Spotlight on page 63.
I just don't think animals should be cooped up in small cages.

E UNDERSTAND THE GRAMMAR With a partner, decide who the performer of the action is. Then choose the active or passive voice to complete each statement.

- 1 People (should treat / should be treated) animals humanely.
- 2 Large mammals like lions (shouldn't keep / shouldn't be kept) in zoos.
- 3 In order to help people with disabilities, dogs (have to train / have to be trained) when they are young.
- 4 They say people (can teach / can be taught) bears to do tricks like dancing or standing up on command.
- 5 Horses (shouldn't force / shouldn't be forced) to run in races.
- 6 Sometimes, in order to protect people, aggressive dogs that live on the street (have to kill / have to be killed).

“ In item 1, people is the performer of the action. ”

F GRAMMAR PRACTICE Write sentences, using passive modals.

- 1 People / shouldn't / allow to hunt elephants. People shouldn't be allowed to hunt elephants.
- 2 New medicines / might / discover through animal research. New medicines might be discovered through animal research.
- 3 Monkeys / shouldn't / keep as pets. Monkeys shouldn't be kept as pets.
- 4 A lot / could / do to improve conditions for cattle on factory farms. A lot could be done to improve conditions for cattle on factory farms.
- 5 The treatment of research animals / must / improve. The treatment of research animals must be improved.
- 6 Can't / zoos / use for performing scientific research to protect animals? Can't zoos be used for performing scientific research to protect animals?
- 7 Why / chickens / have to / raise in such crowded conditions? Why do chickens have to be raised in such crowded conditions?

NOW YOU CAN Exchange opinions about the treatment of animals

A DISCUSSION ACTIVATOR Use the ideas to exchange opinions with a partner about the ways animals are used or treated. Ask and answer questions, using passive modals. Say as much as you can.

“ Do you think animals **have to be used** for medical research? I do. We can't experiment on humans, can we? ”

“ Actually, I don't think animals **should be treated** that way. I think it's morally wrong. ”

B SUMMARIZE THE DISCUSSION
Compare your classmates' opinions about the treatment of animals. Does the majority of the class share the same opinions?

Ideas

- using animals in medical research
- slaughtering animals for food
- keeping animals in zoos
- raising animals for sports, such as racing or fighting
- killing animals for their hides and fur



a fur coat

RECYCLE THIS LANGUAGE

Express an opinion

- I think [it's morally wrong].
- I believe [it's OK under some circumstances].
- I feel [it's wrong no matter what].
- I'm in favor of ____ .
- I'm opposed to ____ .

Disagree

- I see what you mean, but ____ .
- That's one way to look at it, but ____ .
- On the one hand ____ , but on the other hand ____ .
- I completely disagree.

Agree

- I couldn't agree with you more.
- I completely agree.
- You're so right.

Conversation 2 [A = German]

- A:** Have you been reading about that Marburg virus?
B: You bet I have. I'm checking the news sites like a hundred times a day to see what's happening. I think I'm getting a little obsessed. I just can't stop thinking about it.
A: Well, I don't think that's crazy. It *is* pretty horrendous. Thousands of people are already sick and they say it's even more contagious than the flu or Ebola. However, there *is* some good news: I've heard they're working on a vaccine and that there might be one next year.
B: Well that's good. But you couldn't get me to get on a plane right now. You're just a sitting duck if someone with Marburg gets on. The ventilation systems of planes recirculate the air, and then everyone breathes it in. Very scary.

Conversation 3

- A:** I don't know about you, but I'm getting a little freaked out about terrorism. I mean, I'm really scared. Every single day some new group pops up. You never know where they're going to strike.
B: True. These attacks are happening everywhere now.
A: Yeah. What is going *on* with this world? It's crazy.
B: Right. But what are you going to do about it? It's just part of life these days.
A: That's one way to look at it, but I feel it's gotten so bad that I don't like to be in crowded places. I keep thinking something bad is going to happen, like a bombing.
B: Well, that's no way to live. I think you just got to keep living and hope for the best. It is what it is.
A: You're probably right. I guess I'm going a little overboard.

PAGE 13, EXERCISE A

Speaker 1 [Speaker = British]

Last night I turned on the news... I wish I hadn't. I can't get over everything that's happening in the world right now. Seems like every time you turn around you hear about another war, natural disaster, poverty, terrorism . . . it's really depressing, and it's just getting worse. In fact, it makes me want to just give up watching the news altogether—I mean, who needs more reasons to get depressed?

Speaker 2

On my way into work this morning, I heard this report on the radio. They said the economy is not doing very well. And you can't help noticing that everything just keeps getting more expensive—food, gas, housing. Of course, all this bad news makes me a little nervous. I've cut down a lot on my spending—I've stopped buying lunch every day at the office, and I've put off buying a new car until next year. But, to be honest, I'm not stressing out over it. I mean, things may get better, and if not, well, I'll get by.

Speaker 3

I read in the paper today that the unemployment rate is rising. A lot of people I know have lost their jobs over the last couple of years. In fact, both of my sons lost their jobs in the same week. But I think it'll work out in the end. My younger son will have time to go back to school and finish his degree—something he's always wanted to do. And my older son—well, I'm sure opportunity will come his way. When one door closes, another one always opens.

UNIT 2

PAGE 18, EXERCISE B

Conversation 1

- A:** Hey, are you familiar with the singer Jackie Evancho?
B: You mean that blonde girl? The one who's been singing since she was little?
A: That's the one. I've been listening to her a lot lately. She's unbelievable!
B: I guess. But her music is *really* not my thing.
A: Oh, you're not a fan?
B: Not at all. Don't get me wrong, but everything she sings has way too much feeling. I just find the music kind of silly. It leaves me cold.
A: Really? I don't get that at all. I find her music really moving!

Conversation 2 [B = Spanish]

- A:** I've been listening to a really cool rock group from Mexico called Maná. They have a really great sound!
B: Maná? They're OK.
A: You don't like them?
B: Not especially. Frankly, they're too "pop" for my taste. I think they're in it just for the money, not the music.
A: Who do you like?
B: I prefer classic rock bands like U2 or Pearl Jam. Artistically, they're way ahead of Maná, in my view.
A: OK, now you're talking. I happen to love Maná. But, you're right. U2 and Pearl Jam are great.

Conversation 3 [B = Brazilian]

- A:** I love Caetano Veloso, don't you?
B: You've been listening to Caetano Veloso? Wow, that's great.
A: I have. He's got such an amazing voice. I could listen to him all day.
B: He's a Brazilian classic. But to be honest, I'm not so crazy about him, even though I *am* Brazilian.
A: You're kidding. Why not?
B: For my taste, his stuff is a little old-fashioned. I prefer listening to more modern singers, like Luan Santana . . . or Michel Teló. That's what I really like.
A: Then I'll check them out too.

Conversation 4

- A:** You know whose music I really love? Bob Marley. He was so great.
B: Oh, you like reggae?
A: Crazy about it! It always makes me feel good.
B: Not me. No offense, but I find it hard to listen to. It's always the same beat over and over again. Every song sounds the same. After a while it just drives me crazy.
A: Wow, I don't see it that way at all.
B: When I hear reggae, I just want to turn it off. I'd much rather listen to pop or rock.

Conversation 5

- A:** Did you know that the actor Anthony Hopkins composes music?
B: No way! That's amazing. Have you ever heard any of his stuff?
A: Well, that's why I brought it up. One of his pieces has been going around on social media. There's a video of an Austrian orchestra playing it.
B: So he writes classical music? Sounds right up my alley.
A: Well, honestly? It was nothing to write home about. It was OK I guess, but to tell the truth I found it kind of depressing. I would have preferred something a little more, fun, you know?
B: Ouch! You're hard to please. Well at least he's a great actor.

they repeat each other too. So it can't be that they're giving you information. They've already given it to you, you know. It's just repeat and repeat 'til you get the message.

Stephan: I think there's different types of advertising that affect me in different ways. There's the very direct sort of offensive type that I see in pop-ups, that I see on television and that I see as a very direct way of selling product, go out and buy this product. And I just get very turned off by that. And this sort of other advertising that, for example, doesn't even place a product in the ad, whether it's a magazine ad or a TV ad. And it's more about a way of living, a sort of a lifestyle sort of choice. And those ads work better because a lot of them come across as a form of art. They get sort of famous directors or stars to be in the ad. And I can see that as more of a work of art. And having studied media myself, I really believe that advertising can be a beautiful way of, you know, a creative way of media and art combined. So if I kind of turn off the business aspect of it, then I can really enjoy the creative, artistic aspect of it. So this, the two kinds of advertising, so one of them turns me off; the other I can enjoy and appreciate.

Matt: The way I personally react to it is, if I see something on TV and it's funny, I'll chuckle. Not necessarily buy the product, but I'll say it's funny and remember it. But I think more of the advertising that touches me is the things that kind of hit you deep below inside and that kind of resonate with something in your history.

Rita: I pay no attention to the commercials. I've already made up my mind. And it could be a commercial about a product that I use. But I don't want to waste time listening to it.

ANSWER KEY

- A. 1. c 2. b 3. d 4. a
B. 1. False 2. True 3. True 4. False 5. True 6. True
C. *Individual responses may include variations on the following:*
1. Elli says that she is captivated by ads that are creative. She doesn't always necessarily remember what products the advertisements are for, so they don't influence her to buy the product. 2. Stephan has a great respect for ads that are more artistic and subtle, rather than ads that obviously place a product. He thinks it's possible for advertising to be a form of art.
D. *Answers will vary.*

UNIT 8 Family Trends

TV Documentary *Parenting Tips to Stop the Yelling and Better Discipline Kids*

PREVIEW

- Ask students the following questions:
*In your culture, do parents yell at kids a lot?
How effective do you think it is for parents to yell at their children?
What do you think is the best way to handle a child who is behaving badly?*

VIEW

Ask students to focus on a different topic each time they view. Some ideas:

- Ask students to listen for typical consequences of yelling at kids.
- Ask students to listen for how one child feels after being yelled at.
- Ask students to listen for advice for parents to avoid yelling at kids.

If you decide to use the optional Activity Worksheet, ask students to read each activity before viewing.

REVIEW

Ask comprehension questions. Play the video segment again if necessary.

- Did many dads from the dad's group admit to having at some point yelled at their kids? (all did)*
- What is yelling equivalent to, especially if it's mixed with name-calling and insults? (hitting)*
- What are the consequences of yelling? (depression, anxiety, low self-esteem)*
- What are some reasons parents yell? (out of frustration, to grab attention)*
- What are the two boys' reactions to yelling? (they get angry or sad; they would prefer to be talked to)*
- What strategies does the parenting expert suggest? (give yourself a time out; have another parent step in; offer rewards rather than punishments; learn to negotiate; keep your cool)*
- What do you do if you've already yelled? (don't be afraid to apologize)*

EXTENSION

Oral work

- Pair or group work. In pairs or small groups have students discuss the clip where the father is yelling at his daughter. Replay it if necessary. Explain that this is an excerpt from the show *Supernanny*, and the woman sitting watching the argument has been

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!