

# 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 Dreams and Goals . . . . . T2  
UNIT 2 Character and Responsibility . . . . . T14  
UNIT 3 Fears, Hardships, and Heroism . . . . . T26  
UNIT 4 Getting Along with Others . . . . . T38  
UNIT 5 Humor . . . . . T50  
UNIT 6 Troubles While Traveling . . . . . T62  
UNIT 7 Mind Over Matter . . . . . T74  
UNIT 8 Performing at Your Best . . . . . T86  
UNIT 9 What Lies Ahead? . . . . . T98  
UNIT 10 An Interconnected World . . . . . T110

Reference Charts . . . . . 122  
**GRAMMAR BOOSTER** . . . . . T128  
**PRONUNCIATION BOOSTER** . . . . . T143  
**TEST-TAKING SKILLS BOOSTER** . . . . . 151

## Other Resources

Audioscript . . . . . 161  
*Summit TV* Teaching Notes . . . . . 180  
Conversation and Discussion Activator Video Scripts . . . . . 205

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Troubles While Traveling</b> PAGE 62	<ul style="list-style-type: none"> <li>Describe some causes of travel hassles</li> <li>Express gratitude for a favor while traveling</li> <li>Discuss staying safe on the Internet</li> <li>Talk about lost, stolen, or damaged property</li> </ul>	<ul style="list-style-type: none"> <li>Travel nouns</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Past participles as noun modifiers</li> </ul>	<ul style="list-style-type: none"> <li>Unreal conditional sentences: continuous forms</li> <li>Unreal conditional statements with <u>if it weren't for ... / if it hadn't been for ...</u></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The conditional: summary and extension</li> </ul>
<b>UNIT 7</b> <b>Mind Over Matter</b> PAGE 74	<ul style="list-style-type: none"> <li>Suggest that someone is being gullible</li> <li>Examine superstitions for believability</li> <li>Talk about the power of suggestion</li> <li>Discuss phobias</li> </ul>	<ul style="list-style-type: none"> <li>Ways to express disbelief</li> <li>Expressions with <u>mind</u></li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Noun and adjective forms</li> </ul>	<ul style="list-style-type: none"> <li>Nouns: indefinite, definite, unique, and generic meaning (review and expansion)</li> <li>Indirect speech: <u>it</u> + a passive reporting verb</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Article usage: summary</li> <li>Definite article: additional uses</li> <li>More non-count nouns with both a countable and an uncountable sense</li> <li>Grammar for Writing: indirect speech with passive reporting verbs</li> </ul>
<b>UNIT 8</b> <b>Performing at Your Best</b> PAGE 86	<ul style="list-style-type: none"> <li>Discuss your talents and strengths</li> <li>Suggest ways to boost intelligence</li> <li>Explain how you produce your best work</li> <li>Describe what makes someone a "genius"</li> </ul>	<ul style="list-style-type: none"> <li>Expressions to describe talents and strengths</li> <li>Adjectives that describe aspects of intelligence</li> </ul>	<ul style="list-style-type: none"> <li>Using auxiliary <u>do</u> for emphatic stress</li> <li>The subjunctive</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Grammar for Writing: emphatic stress</li> <li>Infinitives and gerunds in place of the subjunctive</li> </ul>
<b>UNIT 9</b> <b>What Lies Ahead?</b> PAGE 98	<ul style="list-style-type: none"> <li>Discuss the feasibility of future technologies</li> <li>Evaluate applications of innovative technologies</li> <li>Discuss how to protect our future environment</li> <li>Examine future social and demographic trends</li> </ul>	<ul style="list-style-type: none"> <li>Innovative technologies</li> <li>Ways to express a concern about consequences</li> <li>Describing social and demographic trends</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice: the future, the future as seen from the past, and the future perfect</li> <li>The passive voice in unreal conditional sentences</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Grammar for Writing: when to use the passive voice</li> </ul>
<b>UNIT 10</b> <b>An Interconnected World</b> PAGE 110	<ul style="list-style-type: none"> <li>React to news about global issues</li> <li>Describe the impact of foreign imports</li> <li>Discuss the pros and cons of globalization</li> <li>Suggest ways to avoid culture shock</li> </ul>	<ul style="list-style-type: none"> <li>Phrasal verbs to discuss issues and problems</li> </ul>	<ul style="list-style-type: none"> <li>Separability of transitive phrasal verbs</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Phrasal verbs: expansion</li> </ul>

Reference Charts .....	page 122
Grammar Booster .....	page 128
Pronunciation Booster .....	page 143
Test-Taking Skills Booster .....	page 151

## D 1:05 UNDERSTAND THE GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Tell students they will listen to three short conversations. Instruct them to pay attention to simultaneous and sequential past actions being described.
- Have students listen to each conversation and choose the correct answer. Then have them listen again to check their answers.
- Ask students to compare answers with a partner. Then bring the class together. If necessary, play the audio again to break down the situation to support the correct answer.

### ★ 🖨️ Extra Grammar Exercises

## E GRAMMAR PRACTICE

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Hint to students that they will be deciding if the sentence describes two sequential completed past actions, or if the sentence focuses on the fact that one past action was already in progress before another one occurred.
- Have students complete the exercise. Then ask them to compare answers with a partner.
- Bring the class together. Ask *Which item focuses on an action already in progress before another one occurred?* (item 3, 4) *Which ones focus on two sequential completed actions?* (items 1, 2, 5) For each one ask *Which action happened first?* (1. My brother won the swim meet. 2. The family went to bed. 5. My friend saw Lila Downs in concert.)

### NOW YOU CAN Ask about someone's background

## A FRAME YOUR IDEAS

Suggested teaching time:	5 minutes	Your actual teaching time:	
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- Tell students to skim the questions. Explain that they will be writing down information about their background. If students aren't married or don't yet have a career, they can talk about whether they have a boyfriend, a girlfriend, or are engaged, and they can talk about what they are studying and how long they have been studying that. Be sensitive and tell students to discuss only what they feel comfortable talking about.
- Focus on the last question. On the board, write *3 periods*. Elicit what this might mean. (Possible answers: childhood, adolescence, adulthood; OR child, college student, working adult; OR before children born, raising children, after children grew up)

## B DISCUSSION ACTIVATOR

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
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### 🎥 Discussion Activator Video

- Divide the class into pairs and have students use the questionnaire from Frame Your Ideas to ask questions. Ask a volunteer to read the model question in the speech bubble. Encourage the pairs to provide details and examples. Tell students that they should say as much as possible.
- Circulate and listen for correct use of past tenses to describe simultaneous and sequential past actions.

For more support, play the Discussion Activator Video before students do this activity. Ask students to summarize the discussion in their own words. After each video, ask if the students in the video included sufficient details. *Note:* You can print the script or you can view it on the video player on the ActiveTeach.

### OPTIONAL WRITING [+15–20 minutes]

- Tell students they will compile information about their partner into a biography. Call on a student to read the model about Lisa Lee.
- First have students write down information they remember about their partner. Tell them they can look at Frame Your Ideas in their partner's book for ideas or ask additional questions. Remind students to use the past continuous to describe actions that were in progress at a time in the past.
- Refer students to the grammar on page 4 to help express simultaneous or sequential past actions correctly.
- Invite students to swap drafts of the biographies and have them confirm if all the information is correct and/or offer additional information.
- Decide if and how you want to compile the biographies. Be sure to correct mistakes with students before publishing online or compiling a notebook for display and to get students' permission to publish photos and information about them online.

**Option: [+5 minutes]** For further grammar practice, have students swap biography drafts and underline all the uses of the past to make sure all past actions are expressed correctly. Tell students to refer to the grammar on page 4. Circulate and assist as needed.

DIGITAL  
INDUCTIVE  
ACTIVITY

**A GRAMMAR UNREAL CONDITIONAL STATEMENTS WITH IF IT WEREN'T FOR ... / IF IT HADN'T BEEN FOR ...**

Make a present or past unreal conditional statement with **if it weren't for** / **if it hadn't been for** + an object to state an outcome that would occur or would have occurred under other circumstances. It's common to use this structure to express regret or relief.

**Regret**

- "If it weren't for the traffic, we **would be** at the airport by now."  
(= Under other circumstances, we would be at the airport by now, but unfortunately the traffic caused us not to be. We regret this.)
- "If it hadn't been for my bad grades in science, I **would have studied** medicine."  
(= Under other circumstances, I would have studied medicine. Unfortunately, my bad grades in science prevented that. I regret this.)

**Relief**

- "If it weren't for this five-hour nonstop flight, the entire trip **would take** ten hours."  
(= Under other circumstances, the trip would take ten hours. Fortunately, this nonstop flight caused the trip to be shortened by five hours. I'm relieved about this.)
- "If it hadn't been for your help this morning, we **would have missed** the train."  
(= Under other circumstances, we would have missed the train. Fortunately, your help prevented our missing the train. We're relieved about this.)

**Remember:** You can also express strong regret with **If only**. **If only** can be followed by **were** or the past perfect.

**If only there weren't** so much traffic, we would be at the airport by now.  
**If only I had had** better grades in science, I would have studied medicine.



DIGITAL  
MORE  
EXERCISES

**B FIND THE GRAMMAR** Find and underline a statement using **if it weren't for** or **if it hadn't been for** and the unreal conditional in Spotlight on page 63. Is it expressing regret or relief? *You know, if I hadn't been rushing for the limo, this wouldn't have happened. (regret)*  
*If it weren't for my stupid mistake, I wouldn't be going through this hassle. (regret)*

**C 3:19 UNDERSTAND THE GRAMMAR** Listen to the conversations and infer whether the speakers are expressing regret or relief in each conditional statement.

- |                |                |                |
|----------------|----------------|----------------|
| 1 relief ..... | 3 regret ..... | 5 regret ..... |
| 2 relief ..... | 4 relief ..... | 6 regret ..... |

**D 3:20 LISTEN TO ACTIVATE GRAMMAR** Listen again. Complete the paraphrase of what happened, according to what you hear. Use **if it weren't for** or **if it hadn't been for**.

- 1 He might still be waiting for the bus **if it hadn't been for** Ben.
- 2 **If it hadn't been for** the fact that they saw the other car, they might have had an accident.
- 3 Millie would love to go on the tour **if it weren't for** her cold.
- 4 They might still be in line **if it weren't for** the fact that she speaks Spanish.
- 5 They wouldn't be late for the play **if it weren't for** the flat tire.
- 6 **If it hadn't been for** her thoughtlessness, she thinks they wouldn't have divorced.

**E GRAMMAR PRACTICE** On a separate sheet of paper, rewrite each statement, using **if it weren't for** or **if it hadn't been for**.

- 1 Without this cold, I would go to the museum with you tomorrow.  
*If it weren't for this cold, I would go to the museum with you tomorrow. / I would go to the museum if it weren't for this cold.*
- 2 I would have totally missed our appointment without the hotel wake-up call. *If it hadn't been for the hotel wake-up call, I would have totally missed our appointment. / I would have totally missed our appointment if it hadn't been for the hotel wake-up call.*
- 3 Without that announcement, we would have gone to the wrong departure gate. *If it hadn't been for that announcement, we would have gone to the wrong departure gate. / We would have gone to the wrong departure gate if it hadn't been for the announcement.*
- 4 We would have arrived two hours early without the airline's text message. *If it hadn't been for the airline's text message, we would have arrived two hours early. / We would have arrived two hours early if it hadn't been for the airline's text message.*
- 5 Without the flight attendant's help with this heavy bag, I would have gotten a backache trying to put it in the overhead bin. *If it weren't for the flight attendant's help with this heavy bag, I would have gotten a backache trying to put it in the overhead bin. / I would have gotten a backache trying to put this heavy bag in the overhead bin if it weren't for the flight attendant's help with it.*

**B:** He said he was too busy to talk. I think he knows I'd like the day off and he's just avoiding the conversation.

#### Conversation 4

**A:** You know what?

**B:** What?

**A:** I just failed the exam again.

**B:** Oh, no. That must be so disappointing. I know you really studied.

**A:** I did. It seems that no matter how hard I study, I just can't pass that thing. I can't believe I'll have to study for it *again*. There goes my vacation!

#### Conversation 5

**A:** I don't believe it! I forgot the fish! I must have left it in the supermarket.

**B:** Well, that's not the end of the world. I'll just hop in the car and go back and pick it up. It won't take long.

**A:** There won't be enough time. The guests are coming in a half hour. You have to be here. This is just incredible! No matter how careful I am, I always forget something.

### PAGES 34–35, EXERCISES B, C, AND D

You're watching **30 Minutes**. And I'm Katie Fleming. And do we have a story for you tonight—a terrible tragedy and an amazing heroic act.

The desire to save one's own life is an extremely powerful instinct in all of us. It takes tremendous courage to be able to act against such a powerful instinct, to risk one's own life to save the life of another person.

Twenty-five-year-old tour guide Seol Ik Soo was returning home with a group of South Korean tourists from a trip to Beijing, China. As the plane prepared to land at Kimhae Airport in South Korea, Seol was thinking about his wife. They'd been married one month earlier, and it was their first time apart.

Suddenly, the airplane started shaking, and he heard a crashing sound. The lights went out, and a ball of fire ran up and down the cabin. The plane crashed into a mountaintop, killing more than a hundred twenty of the passengers on board.

Somehow Seol managed to crawl through a hole in the side of the plane and escape. Seol feared an explosion, so his first thought was to run to save his own life. But he could hear the other passengers inside the plane calling for help. He went back and lifted a survivor onto his back, carrying him away from the plane to safety. Seol remembers carrying at least three or four injured people from the plane—but in fact there may have been as many as ten. When asked about it later, he said, "I don't know where the energy came from. It felt like I wasn't carrying anything at all."

Seol tore his shirt into bandages for the wounded and used his belt to bind up a man's badly bleeding leg. It wasn't until he stopped and sat down to smoke a cigarette that he realized his own face was covered in blood. When asked how he managed to perform so heroically, Seol replied, "I couldn't have done it in my right mind."

Everyone who knows Seol describes him as an ordinary guy. His boss describes him this way: "I know Seol as cheerful and hardworking, but just a normal young man. Now I have a new view of him. He's a remarkable person. We're all very proud."

Where does this kind of courage come from? How does a normal person manage to act so fearlessly? Seol says, "My parents always brought me up to believe people and life are very precious." It was this belief that enabled Seol, an

ordinary person, to do something truly extraordinary and heroic.

### PAGE 37, EXERCISE A

1

Felix Tan is putting in very long hours on a big project he's been assigned at work. Felix has been working nights and weekends to finish the project on time, but it doesn't look like he'll make it. He has been telling his boss that he needs help in order to meet the project deadline, but his boss ignores his requests.

2

Robert Reston has been struggling with high blood pressure since he was a child. His doctors have tried everything they can to help him lower it, from diet to exercise and now drugs, but his blood pressure just doesn't come down.

3

Eva García's husband is turning 30 next week, and Eva would like to get him something special to mark the occasion. She's spent a lot of time and energy going from store to store in her search for the "perfect" gift, but she just can't find the right thing.

### UNIT 4

#### PAGE 42, EXERCISE C

##### Conversation 1 [A = Spanish]

**A:** Hey, Katy. I need to bring something up.

**B:** Of course, Jorge. Is there anything wrong?

**A:** Well, you were supposed to be at the meeting this morning. We were counting on you for an update on the project.

**B:** Oh no. I completely forgot! I'm so sorry. I really messed up.

**A:** I don't want to make an issue out of it, but it's the third time.

**B:** You're right. It was my bad. I promise to make up for it.

##### Conversation 2

**A:** Sorry I'm late. I just had a long talk with Simon.

**B:** About what happened yesterday?

**A:** Yeah. I'm still angry about it.

**B:** Well, as far as I'm concerned, it was all his fault.

**A:** I suppose. But I just wanted him to know how I felt about it.

**B:** I think he should have apologized.

**A:** Well, he did. He knows he's too hot-tempered. He admitted that he shouldn't have lost his cool.

##### Conversation 3

**A:** Excuse me, Evan?

**B:** Hi, Cynthia. What's up?

**A:** There's something I need to bring up with you.

**B:** Uh-oh. What's wrong?

**A:** It's not a big deal. But yesterday, remember when you came by my office when I was talking with Judy?

**B:** Yeah?

**A:** Well, we were in the middle of something, but you just barged in and started talking about something else. I'd really appreciate it if you could at least ask if I was busy first.

**A:** Gee, I'm sorry. You're right. I guess I wasn't thinking.

**B:** Like I said, no huge deal. Thanks for understanding.

##### Conversation 4 [A = eastern European]

**A:** Rilla, are you OK? You look upset about something.

**B:** Me? Oh . . . I guess I am.

**CULTURE NOTES:** GMA refers to Good Morning America, which is an American morning television show. Set in New York's Time square, co-anchors report on the day's news, give interviews, share reports on a variety of topics, and give the weather forecast. *GMA on the Lookout* is a recurring topic on Good Morning America which covers various topics like burglaries, crime, security, and related topics.

## VIDEO SCRIPT

**Lara Spencer:** And we are back now with "GMA on the Lookout." And as summer travel season heats up, we are investigating just how secure you and your valuables are at a hotel. Check out what our hidden cameras uncovered and how you can avoid becoming a victim after you check in. Watch as this brazen thief walks into a hotel last month as a couple is sleeping. Moments later, he flees. Police say he stole more than \$4,000 worth of items. So, how to prevent that from happening to you? To see how safe your belongings are during a hotel stay, we conduct an experiment. A guest arrives at a downtown Richmond, Virginia hotel. But this guest is actually a "GMA" producer. Approximately 20 minutes prior, with three undercover cameras rolling, safety and security expert Bill Stanton shows up at the same hotel, but he's not here to check in.

**Bill Stanton:** I'm waiting, looking at his car, what watch he's wearing, the luggage he has.

**Lara Spencer:** Stanton is playing the role of would-be thief.

**Bill Stanton:** When I see an opening that's when I approach and that's when I hear the magic words.

**Wynn:** Hi, I'm Wynn. W-Y-N-N.

**Bill Stanton:** I follow him right to his door. So now I have his name, now I have his door number.

**Lara Spencer:** Armed with just two pieces of information, Stanton is about to show us how vulnerable we can be during a hotel stay. The waiting game ends the very next morning while our producer goes to the gym to work out.

**Bill Stanton:** Lo and behold, he comes with his workout outfit. He comes down to the lobby for a bottle of water. As far as I'm concerned, the clock to me to get in that room starts right now. Let's roll. I figure I got at least 30 minutes to do what I need to do.

**Lara Spencer:** His plan, so bold it seems almost ridiculous. Stanton goes to the front desk and asks for housekeeping to clean our producer's room.

**Bill Stanton:** Room 1112, Wynn. Thank you.

**Lara Spencer:** Stanton simply walks in as if it's his own room. He has our producer's permission. Otherwise this could be the beginning of a crime.

**Bill Stanton:** Hello.

**Housekeeper (female):** Hi.

**Bill Stanton:** I am so sorry, can you give me two minutes? It doesn't take long for me to find everything, Rolex, right by the phone and what is it? It's an expensive watch and a valet ticket to his car. Yes, I'm in room 1112. Can you please bring up my car right now?

**Lara Spencer:** We are just 15 minutes into our experiment. Our producer is working up quite a sweat, but Stanton not so much.

**Bill Stanton:** Where's my car coming?

**Valet Parking Attendant (male):** It's coming right there.

**Bill Stanton:** Ah, there we go.

**Lara Spencer:** They asked for the ticket, which Stanton claims he doesn't have. But they look at the name on stolen luggage and off he goes.

**Bill Stanton:** And it's as easy as that.

**Lara Spencer:** Later that day, at a nearby hotel, Stanton tracks another "GMA" producer.

**Ferguson:** Ferguson. F-E-R-...

**Bill Stanton:** So once again, right to the front desk, listening to the name, room exchange.

**Lara Spencer:** When our producer leaves the hotel, Stanton sees his opening, and our would-be thief springs into action, again pretending to be someone he's not.

**Bill Stanton:** I'm in room 711.

**Lara Spencer:** From a house phone, Stanton calls to have housekeeping sent to our producer's room. With undercover cameras rolling, he walks right in. But instead of letting housekeeping do their job, he sends them away.

**Bill Stanton:** You're off the hook.

**Housekeeper (female):** I'm off the hook?

**Bill Stanton:** You're off the hook. I'm gonna jump in the shower.

**Lara Spencer:** Now, with the room to himself, Stanton has his mind set on a bold and nearly unthinkable scenario.

**Bill Stanton:** I'm in the room. I forgot the combo to the safe.

**Hotel Employee:** Okay, I'll have them come and open it.

**Bill Stanton:** Thank you so much.

**Lara Spencer:** You heard right, a hotel room safe. And moments later, a gentleman from security arrives to help.

**Security Employee:** All right, she's wide open for you.

**Bill Stanton:** Perfect. As soon as that security guy is out, I'm dressed, I got his cash, I got his credit card, and I took his laptop. Oh, and by the way, I put it all in his luggage.

the facts, have them view the segment once more time to listen for functions of the mirror (e.g., look into your own eyes to start recording; do a 360, compare clothing side-by-side, etc.). Hint to students to listen for why it's called a memory mirror.

- Discussion. On the board, write *drawback*. Ask *What might be some drawbacks to the mirror?* (Possible answers: too expensive to have in stores; too honest, people might not like what they see from every detailed angle and therefore not buy a product; people might delay buying a product, as they send pictures and wait for feedback from friends) Poll the class *Do you think mirrors like these will become the norm? Would you want one of these mirrors in your house?*

### Written work

- Tell students they will imagine they are the young woman who enthusiastically used the mirror for the first time at Neiman Marcus. She is so excited by it that she decides to send several pictures from her shopping experience to a bunch of girlfriends, describing how the mirror works and how great the experience was. Tell them to include details about how it remembers everything you try on, let's you see yourself from many angles, pulls up images side-by-side, etc.
- Divide the class into pairs. Tell students they will write up a survey to gather feedback on the memory mirror. Tell them to include eight questions in the survey, starting with where they first used the mirror. Have pairs swap surveys and write answers, deciding in pairs if they want to give positive or negative feedback about it. If members of a pair have differing views, they can answer questions on the survey individually.

**LANGUAGE NOTES:** *Strike a pose* means to stand or sit in a specific position.

*To blow one's mind* means to make you feel surprised and/or excited about something.

*To do a 360* means to turn around completely.

A *bevy* is a large group of people of the same kind—for example women or girls...

*To beam in* means to emit or transmit a message.

**CULTURE NOTES:** The two questions *How does my butt look?* and *Does this make my butt look big?* refers to typical questions women or girls make when trying on clothes.

When Ben Tracey says *Any good man doesn't need a mirror on the wall to tell him the answer to that question is always no*, by "mirror on the wall" he refers to the story of Snow White where a magic

mirror responded to the Evil Queen's question as to who is the most beautiful. By saying that the answer is always no, he is referring to the question women often ask *Does this make my butt look big?* He is joking that the correct answer to this question is always no, so as not to insult a woman.

### VIDEO SCRIPT

**Gayle King:** Strike a pose in your dressing room mirror. Your next trip to the mall could really blow your mind. First on CBS This Morning, Ben Tracy reveals the technology behind a high-tech mirror that could transform your shopping experience.

**Employee:** And look into your own eyes to start recording...

**Ben Tracy:** This is not your mama's mirror.

**Employee:** So you can do a 360... Check how you look in the back...

**Ben Tracy:** It's actually a giant video screen and camera. The shopper we asked to try it out got to see her outfit from 360 degrees and compare clothing options side by side. It also remembers what you've already tried on. That's why it's called the memory mirror.

**Ben Tracy:** So you tried out the memory mirror. What'd ya think?

**Shopper:** I think I need one of those in my room. That's what I think. I loved the memory mirror.

**Ben Tracy:** Get dressed every morning with that.

**Shopper:** Yes.

**Karen Katz:** Technology has changed everything in terms of the shopping experience.

**Ben Tracy:** Karen Katz is president and CEO of Neiman Marcus. 80% of its customers are women, which is why the company is embracing the future by testing these very modern mirrors in their San Francisco stores.

**Ben Tracy:** Somebody could come in and have to try on five outfits. They get to the fifth outfit and then they say, "I forget what the first outfit looked like." Is that, kind of, you're short circuiting that process?

**Karen Katz:** Yeah, exactly. To save the, you know, the customer that time of having to retry on outfits and equally important is that ability to share the outfits with friends and family. I think that that social part of it is as important as the editing part of it.

**Employee:** Start your personal try on...

**Ben Tracy:** The mirror records an eight-second video. It's password protected and can be emailed, allowing you to instantly share and solve any shopping situation with the help of your friends and family.