

THIRD EDITION

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# SUMMIT 1B

JOAN SASLOW ALLEN ASCHER

with WORKBOOK



Pearson



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**ENGLISH FOR TODAY'S WORLD**  
with **WORKBOOK**

JOAN SASLOW  
ALLEN ASCHER



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# LEARNING OBJECTIVES

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

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <u>I'd say</u> to soften an assertive opinion</li> <li>Use <u>I don't see [myself] that way</u> to politely contradict another's statement</li> <li>Say <u>I see [you] as</u> to explain your own point of view</li> <li>Use <u>tend to</u> and <u>seem to</u> to make generalizations</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to classify</li> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Understand meaning from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Content words and function words</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about positive and negative outlooks</li> <li>Descriptions of other people's behavior</li> <li>A newspaper article about a creative solution to a problem</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Determine the main idea</li> <li>Understand meaning from context</li> <li>Summarize</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write about your outlook on a world problem</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Paragraph structure: Review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>To tell the truth</u>, <u>To be honest</u>, and <u>I hate to say it, but</u> to politely introduce a contrary opinion</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting information</li> <li>Listen to take notes</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Intonation patterns</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about musical memories</li> <li>Commentaries about enjoying the arts</li> <li>A short biography</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Infer information</li> <li>Identify supporting details</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Describe your interests and personality</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Parallel structure</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>You know...</u> to introduce a new topic of conversation</li> <li>Use <u>I hate to say it, but</u> to introduce negative information</li> <li>Ask <u>What do you mean?</u> to invite someone to elaborate</li> <li>Say <u>That's a shame</u> to show empathy</li> <li>Say <u>I'll think about that</u> when you're non-committal about someone's suggestion</li> </ul>	<ul style="list-style-type: none"> <li>Listen for details</li> <li>Listen to activate vocabulary</li> <li>Listen to confirm content</li> <li>Listen to summarize</li> <li>Listen to evaluate</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sentence rhythm: thought groups</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A spending habits self-test</li> <li>Interview responses about financial goals</li> <li>A guide to charitable giving</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Draw conclusions</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a personal statement about how you manage financial responsibilities</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Organizing information by degrees of importance</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Can I ask you a question about...?</u> to introduce a subject you are unsure of</li> <li>Use <u>I mean</u> to elaborate on a prior statement or question</li> <li>Use <u>Actually</u>, to assert a point of view</li> <li>Begin a question with <u>So</u> to affirm understanding of someone's earlier statement</li> <li>Say <u>I think that might be...</u> to gently warn that something is inappropriate</li> </ul>	<ul style="list-style-type: none"> <li>Listen for main ideas</li> <li>Listen for details</li> <li>Listen to summarize</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Linking sounds</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Descriptions of personal style</li> <li>An article about the evolution of "business casual" attire</li> <li>An article about questionable cosmetic procedures</li> <li>Advertisements for cosmetic procedures</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting details</li> <li>Express and support an opinion</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write two paragraphs comparing tastes in fashion</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Compare and contrast: Review</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>Do you mind...?</u> to ask permission to do something</li> <li>Use <u>Not at all</u> to affirm that you are not bothered or inconvenienced</li> <li>Use <u>That's very [considerate] of you</u> to thank someone for accommodating you</li> </ul>	<ul style="list-style-type: none"> <li>Listen to summarize</li> <li>Listen for details</li> <li>Listen to confirm content</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Unstressed syllables: vowel reduction to /ə/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A questionnaire about community</li> <li>Interview responses about pet peeves</li> <li>A magazine article about urban crime</li> <li>A website about community projects</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Classify</li> <li>Understand meaning from context</li> <li>Critical thinking</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a formal letter of complaint</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Formal letters: Review</li> </ul>

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
<b>UNIT 6</b> <b>Animals</b> PAGE 62	<ul style="list-style-type: none"> <li>Exchange opinions about the treatment of animals</li> <li>Discuss the pros and cons of certain pets</li> <li>Compare animal and human behavior</li> <li>Debate the value of animal conservation</li> </ul>	<ul style="list-style-type: none"> <li>Categories of animals</li> <li>Describing pets</li> <li>Animal social groups and physical features</li> </ul>	<ul style="list-style-type: none"> <li>Passive modals</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Modals and modal-like expressions: summary</li> </ul>
<b>UNIT 7</b> <b>Advertising and Consumers</b> PAGE 74	<ul style="list-style-type: none"> <li>Evaluate ways and places to shop</li> <li>Discuss your reactions to ads</li> <li>Discuss problem shopping behavior</li> <li>Persuade someone to buy a product</li> </ul>	<ul style="list-style-type: none"> <li>Verbs for shopping activities</li> <li>Ways to persuade</li> </ul>	<ul style="list-style-type: none"> <li>Passive forms of gerunds and infinitives</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>The passive voice: review and expansion</li> </ul>
<b>UNIT 8</b> <b>Family Trends</b> PAGE 86	<ul style="list-style-type: none"> <li>Describe family trends</li> <li>Discuss parent-teen issues</li> <li>Compare generations</li> <li>Discuss caring for the elderly</li> </ul>	<ul style="list-style-type: none"> <li>Describing parent and teen behavior</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Transforming verbs and adjectives into nouns</li> </ul>	<ul style="list-style-type: none"> <li>Repeated comparatives and double comparatives</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Making comparisons: review and expansion</li> <li>Other uses of comparatives, superlatives, and comparisons with <u>as...as</u></li> </ul>
<b>UNIT 9</b> <b>Facts, Theories, and Hoaxes</b> PAGE 98	<ul style="list-style-type: none"> <li>Speculate about everyday situations</li> <li>Present a theory</li> <li>Discuss how believable a story is</li> <li>Evaluate the trustworthiness of news sources</li> </ul>	<ul style="list-style-type: none"> <li>Degrees of certainty</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Adjectives with the suffix <u>-able</u></li> </ul>	<ul style="list-style-type: none"> <li>Perfect modals for speculating about the past: active and passive voice</li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li>Perfect modals: short responses (active and passive voice)</li> </ul>
<b>UNIT 10</b> <b>Your Free Time</b> PAGE 110	<ul style="list-style-type: none"> <li>Suggest ways to reduce stress</li> <li>Describe how you got interested in a hobby</li> <li>Discuss how mobile devices affect us</li> <li>Compare attitudes about taking risks</li> </ul>	<ul style="list-style-type: none"> <li>Ways to describe people</li> <li>Ways to reduce stress</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>Adverbs of manner</li> </ul>	<ul style="list-style-type: none"> <li>Expressing an expectation with <u>be supposed to</u></li> <li>Describing past repeated or habitual actions: <u>would</u> and the past continuous with <u>always</u></li> </ul> <b>GRAMMAR BOOSTER</b> <ul style="list-style-type: none"> <li><u>Be supposed to</u>: expansion</li> <li><u>Would</u>: review</li> <li>Grammar for Writing: placement of adverbs of manner</li> </ul>

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

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> <li>Use <u>I've heard</u> to introduce a commonly-held belief or opinion</li> <li>Respond with <u>In what way?</u> to request further explanation</li> <li>Use <u>For one thing</u> to introduce a first supporting argument</li> <li>Use <u>And besides</u> to add another supporting argument</li> <li>Use <u>But what if</u> to suggest a hypothetical situation</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to define terms</li> <li>Listen for examples</li> <li>Listen for details</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Sound reduction</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Social media posts about treatment of animals</li> <li>An article about animal conservation</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Recognize cause and effect</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a persuasive essay about the treatment of animals</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Supporting a point of view</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Quick question</u> to indicate one wants some simple information</li> <li>Introduce an opinion with <u>I find</u></li> <li>Say <u>That's good to know</u> to express satisfaction for information</li> <li>Use <u>Why don't you...</u> to offer advice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen to infer</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds /i/ and /ɪ/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>Self-tests about shopping mistakes and behavior</li> <li>Descriptions of techniques used in advertising</li> <li>Interview responses about compulsive shopping</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting details</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a summary of an article</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Summarize and paraphrase someone's point of view</li> </ul>
<ul style="list-style-type: none"> <li>Ask <u>Why's that?</u> to ask someone to elaborate on an opinion</li> <li>Say <u>I suppose, but ...</u> to signal partial agreement</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate grammar</li> <li>Listen to activate vocabulary</li> <li>Listen for supporting information</li> <li>Listen for details</li> <li>Listen to compare and contrast</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Stress placement: prefixes and suffixes</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about parents and teens</li> <li>A brochure about falling birthrates</li> <li>A report on the increase in global population of older people</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Summarize</li> <li>Understand meaning from context</li> <li>Critical thinking</li> <li>Draw conclusions</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a blog post of three or more paragraphs about advice for parents and teens</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding run-on sentences and comma splices</li> </ul>
<ul style="list-style-type: none"> <li>Use <u>I wonder</u> to introduce something you're not sure about</li> <li>Say <u>I'm sure it's nothing</u> to indicate that something is probably not serious</li> <li>Say <u>I suppose you're right</u> to acknowledge someone's point of view</li> <li>Say <u>There must be a good explanation</u> to assure someone that things will turn out OK</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen to draw conclusions</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Reduction and linking in perfect modals in the passive voice</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A quiz about tricky facts</li> <li>An article about Rapa Nui</li> <li>Facts and theories about mysteries</li> <li>An article about a UFO conspiracy theory</li> <li>A survey about the trustworthiness of information sources</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Confirm point of view</li> <li>Infer information</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a news article about a mysterious event</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Avoiding sentence fragments</li> </ul>
<ul style="list-style-type: none"> <li>Say <u>Uh-oh</u> to indicate that you realize you've made a mistake</li> <li>Use <u>I just realized</u> to acknowledge a mistake</li> <li>Use <u>Well, frankly</u> to indicate that you are going to be honest about something</li> <li>Use <u>It's just that</u> or <u>Let's face it</u> to introduce an honest criticism or assessment</li> <li>Use <u>You know what?</u> to introduce a piece of advice</li> </ul>	<ul style="list-style-type: none"> <li>Listen to activate vocabulary</li> <li>Listen for main ideas</li> <li>Listen for supporting details</li> <li>Listen to understand meaning from context</li> </ul> <p><b>PRONUNCIATION BOOSTER</b></p> <ul style="list-style-type: none"> <li>Vowel sounds /eɪ/, /ɛ/, /æ/, and /ʌ/</li> </ul>	<p><b>Texts:</b></p> <ul style="list-style-type: none"> <li>A survey about free time</li> <li>Descriptions of how people got interested in their hobbies</li> <li>An article about the impact of mobile devices</li> <li>A survey about mobile device usage</li> </ul> <p><b>Skills / strategies:</b></p> <ul style="list-style-type: none"> <li>Understand idioms and expressions</li> <li>Understand meaning from context</li> <li>Identify supporting details</li> <li>Infer point of view</li> </ul>	<p><b>Task:</b></p> <ul style="list-style-type: none"> <li>Write a critique of an article</li> </ul> <p><b>Skill:</b></p> <ul style="list-style-type: none"> <li>Presenting and supporting opinions clearly</li> </ul>

## TO THE TEACHER

### What is *Summit*?

*Summit* is a two-level high-intermediate to advanced communicative course that develops confident, culturally fluent English speakers able to navigate the social, travel, and professional situations they will encounter as they use English in their lives. *Summit* can follow the intermediate level of any communicative series, including the four-level *Top Notch* course.

*Summit* delivers immediate, demonstrable results in every class session through its proven pedagogy and systematic and intensive recycling of language. Each goal- and achievement-based lesson is tightly correlated to the Can-Do Statements of the Common European Framework of Reference (CEFR). The course is fully benchmarked to the Global Scale of English (GSE).

Each level of *Summit* contains material for 60 to 90 hours of classroom instruction. Its full array of additional print and digital components can extend instruction to 120 hours if desired. Furthermore, the entire *Summit* course can be tailored to blended learning with its integrated online component, *MyEnglishLab*. *Summit* offers more ready-to-use teacher resources than any other course available today.

**NEW** This third edition represents a major revision of content and has a greatly increased quantity of exercises, both print and digital. Following are some key new features:

- **Conversation Activator Videos** to build communicative competence
- **Discussion Activator Videos** to increase quality and quantity of expression
- A **Test-Taking Skills Booster** (and **Extra Challenge Reading Activities**) to help students succeed in the reading and listening sections of standardized tests
- An **Understand Idioms and Expressions** section in each unit increases the authenticity of student spoken language

## Award-Winning Instructional Design\*

### Demonstrable confirmation of progress

Every two-page lesson has a clearly stated communication goal and culminates in a guided conversation, free discussion, debate, presentation, role play, or project that achieves the goal. Idea framing and notepadding activities lead students to confident spoken expression.

### Cultural fluency

*Summit* audio familiarizes students with a wide variety of native and non-native accents. Discussion activities reflect the topics people of diverse cultural backgrounds talk about in their social and professional lives.

### Explicit vocabulary and grammar

Clear captioned illustrations and dictionary-style presentations, all with audio, take the guesswork out of meaning and ensure comprehensible pronunciation. Grammar is embedded in context and presented explicitly for form, meaning, and use. The unique “Recycle this Language” feature encourages active use of newly learned words and grammar during communication practice.

### Active listening syllabus

More than 50 listening tasks at each level of *Summit* develop critical thinking and crucial listening comprehension skills such as listen for details, main ideas, confirmation of content, inference, and understand meaning from context.

### 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.

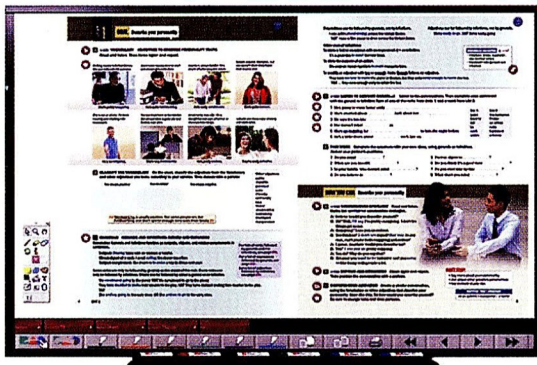


## ActiveTeach

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 . . .

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-  **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.




### For planning . . .

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- Detailed timed lesson plans for each two-page lesson
- *Summit TV* teaching notes
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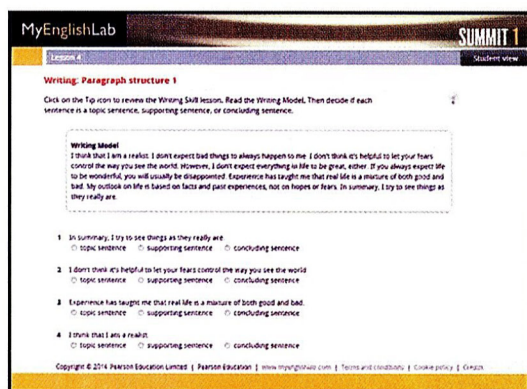
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- *Summit TV* Video Program: fully-revised authentic TV documentaries as well as unscripted on-the-street interviews, featuring a variety of regional and non-native accents

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## MyEnglishLab

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- **NEW** Immediate, meaningful feedback on wrong answers
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- **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](http://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](http://www.pearsonelt.com/summit3e)

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**COMMUNICATION GOALS**

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

**UNIT**

**6**

**Animals**

**PREVIEW**

**A FRAME YOUR IDEAS** Complete the activity. With a partner, explain your choices. Which categories of animals invite the most negative or positive responses?

**YOUR ATTITUDES TOWARD ANIMALS** Write one or more of the adjectives below.

**INVERTEBRATES**

- a bee
- a spider
- a worm

**FISH**

- a goldfish
- an eel

**AMPHIBIANS**

- a salamander
- a frog

**BIRDS**

- a parrot
- an eagle

**REPTILES**

- a crocodile
- a snake
- a lizard

**MAMMALS**

- a lion
- an elephant
- a horse
- a rabbit
- a monkey
- a sheep
- a dog
- a mouse
- a dolphin

**ADJECTIVES**  
 attractive cute dangerous disgusting energetic fascinating  
 frightening funny hardworking independent intelligent  
 lazy noisy patient quiet relaxed tasty ugly useful

**B** **3:14 VOCABULARY CATEGORIES OF ANIMALS** Look at the categories and photos in Exercise A. Listen and repeat.

**C DISCUSSION** Discuss the questions.

- 1 Would your responses have been different if any of the animals had been babies instead of adults? How?
- 2 Did any other physical factors affect your choices, such as color or size? In what ways?
- 3 Did any experiences you've had with any of these animals affect your choices? How?

**D** ▶ 3:15 **SPOTLIGHT** Read and listen to a conversation over lunch at an international meeting. Notice the spotlighted language.

**Pam:** Nice picture. Hey, are those your cats?  
**Karina:** Yeah, they're my babies. We've had the gray one a long time. She's almost seventeen now.  
**Pam:** No way! She still looks so healthy. What about the white one?  
**Karina:** We think he's pretty young. Actually, he was hanging around outside our house all summer, and it didn't seem like anyone was taking care of him. We **felt sorry for** him, so we took him in.  
**Pam:** Lucky cat! He looks like a member of the family now. But I'll bet the older one wasn't too crazy about having a new cat around.  
**Karina:** Well, he thinks he's still a kitten; he just wants to play all the time. But I'd say she **puts up with** him pretty well. She's really patient.  
**Pam:** From the picture, it looks like she's the one **in charge**.  
**Karina:** Definitely. She doesn't fool around. If he gets too rough, she knows how to **put him in his place**. Hey, do you have any pets?  
**Pam:** No, we don't. When we feel like being around animals, we go to the zoo.  
**Karina:** Actually, I'm not too crazy about zoos. I just don't think animals should be **cooped up** in small cages.  
**Pam:** Normally I'd agree with you. But our local zoo isn't like that at all. The larger mammals have plenty of outdoor space. It's pretty humane, I think.  
**Karina:** Well, that's good. I guess we shouldn't just assume that animals in captivity aren't treated well.



**E UNDERSTAND IDIOMS AND EXPRESSIONS** Find each expression in Spotlight. Then complete the statements.

- When Karina says they "felt sorry for" the younger cat, she means they ..... him.  
 a apologized to                      b were concerned about                      c were annoyed with
- When she says the older cat "puts up with" the younger one, she means the older cat .....  
 a is annoyed with him                      b accepts his behavior                      c is concerned about him
- When she says the gray cat is the one "in charge," she means the gray cat .....  
 a obeys the white one                      b is obeyed by the white one                      c is older than the white one
- When she says the gray cat put the white one "in his place," she means the gray one .....  
 a is the boss                      b isn't the boss                      c is his friend
- When she refers to animals being "cooped up in" cages, she means they .....  
 a are made comfortable                      b don't get to go outside                      c often go outdoors

**F PAIR WORK** Choose one or more of these topics. Tell your partner about:

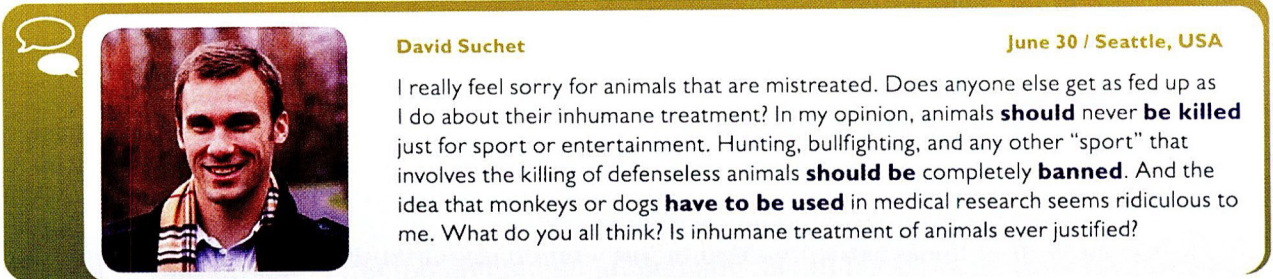
- a time when you or someone you know felt sorry for an animal and took it in.
- a time when someone's pet had to put up with another animal.
- a home where the pet was the one in charge.

**SPEAKING GROUP WORK** Discuss the questions.

- 1 Do you care if an animal is cooped up in a cage? Why or why not? Are there times when an animal should be?
- 2 Which animals on page 62 do you think need lots of outdoor space? Why?

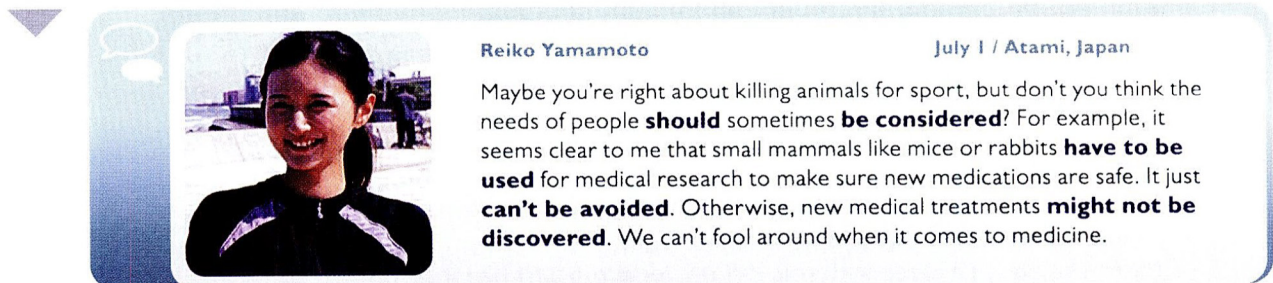
**GOAL** Exchange opinions about the treatment of animals

**A** ▶ 3:16 **GRAMMAR SPOTLIGHT** Read the social media posts. Notice the spotlighted grammar.



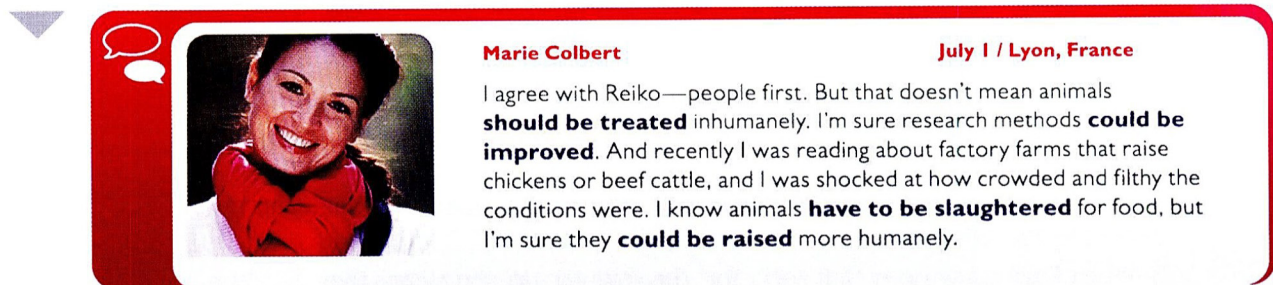
**David Suchet** June 30 / Seattle, USA

I really feel sorry for animals that are mistreated. Does anyone else get as fed up as I do about their inhumane treatment? In my opinion, animals **should never be killed** just for sport or entertainment. Hunting, bullfighting, and any other "sport" that involves the killing of defenseless animals **should be completely banned**. And the idea that monkeys or dogs **have to be used** in medical research seems ridiculous to me. What do you all think? Is inhumane treatment of animals ever justified?



**Reiko Yamamoto** July 1 / Atami, Japan

Maybe you're right about killing animals for sport, but don't you think the needs of people **should sometimes be considered**? For example, it seems clear to me that small mammals like mice or rabbits **have to be used** for medical research to make sure new medications are safe. It just **can't be avoided**. Otherwise, new medical treatments **might not be discovered**. We can't fool around when it comes to medicine.



**Marie Colbert** July 1 / Lyon, France

I agree with Reiko—people first. But that doesn't mean animals **should be treated** inhumanely. I'm sure research methods **could be improved**. And recently I was reading about factory farms that raise chickens or beef cattle, and I was shocked at how crowded and filthy the conditions were. I know animals **have to be slaughtered** for food, but I'm sure they **could be raised** more humanely.

**B EVALUATE IDEAS** Do you agree with any of the opinions expressed in the posts? Why or why not?

**GRAMMAR BOOSTER** p. 134

• Modals and modal-like expressions: summary

DIGITAL  
INDUCTIVE  
ACTIVITY

**C GRAMMAR PASSIVE MODALS**

Remember: We use the passive voice to focus on the receiver of an action rather than the person or thing that performs the action. Form passive modals with a modal + **be** and a past participle.

- Conditions for cattle on factory farms **could be improved**.
- Alternatives to using mice for research **might be found**.
- The hunting of bears **should be prohibited**.
- Traditions like bullfighting **have to\* be preserved**.

**\*Note:** *Have to* is a modal-like expression, not a true modal. It has two present forms: *have* and *has*. It uses *Do* or *Does* in questions and *don't* and *doesn't* in negative statements.

**Yes / no questions**

- Should chickens **be cooped up** in cages?
- Can't factory chicken farms **be shut down**?
- BUT Do large mammals **have to be kept** in zoos?

**Information questions**

- Why **shouldn't** reptiles or amphibians **be used** for research?
- Why **must** all animals' lives **be respected**?
- How **might** people's attitudes **be changed**?

**Remember:**  
**have to** = obligatory  
**don't have to** = not obligatory  
**must OR must not** = obligatory

DIGITAL  
MORE  
EXERCISES

**D NOTICE THE GRAMMAR** Find one passive modal in Spotlight on page 63.

**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. ....
- 2 New medicines / might / discover through animal research. ....
- 3 Monkeys / shouldn't / keep as pets. ....
- 4 A lot / could / do to improve conditions for cattle on factory farms. ....
- 5 The treatment of research animals / must / improve. ....
- 6 Can't / zoos / use for performing scientific research to protect animals? .....
- 7 Why / chickens / have to / raise in such crowded conditions? .....

**NOW YOU CAN** Exchange opinions about the treatment of animals

DIGITAL  
VIDEO

**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**

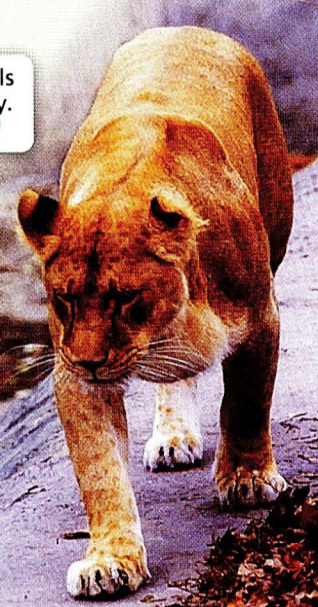
- I think [it's morally wrong].
- I believe [it's OK under some circumstances].
- I feel [it's wrong no matter what].
- I'm in favor of \_\_\_\_ .
- I'm opposed to \_\_\_\_ .

**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.



DIGITAL STRATEGIES

**A** ▶ 3:17 **VOCABULARY DESCRIBING PETS** Read and listen. Then listen again and repeat.

Positive traits	
playful	active and fun-loving
affectionate	friendly and loving
gentle / good-natured	easygoing; good with kids and other pets
low-maintenance	easy to care for and inexpensive to keep
loyal / devoted	attentive to its owner; reliable
protective	good at protecting its owner from danger
Negative traits	
high-strung / excitable	nervous; easily frightened
costly	expensive to buy and to take care of
destructive	harmful to furniture and other things
filthy	unclean; makes a mess
high-maintenance	time-consuming to take care of
aggressive	hard to control; possibly dangerous



**B** ▶ 3:18 **LISTEN TO ACTIVATE VOCABULARY** Listen to each conversation and complete the chart with the pet and its pros and cons. Use the Vocabulary. Listen again if necessary.

	Pet	Possible pros	Possible cons
1			
2			
3			
4			

**C EXPRESS AND SUPPORT AN OPINION** Discuss the questions.

- 1 In what ways can an animal be a good companion to a child? An adult? An older person?
- 2 Do you know anyone who is too attached to his or her pet? Why do you think some people get emotionally close to their animals?

**D GROUP WORK** Use the vocabulary to tell your classmates about your past or present pets or about those of people you know.



**PRONUNCIATION BOOSTER** p. 145  
Sound reduction

**NOW YOU CAN** Discuss the pros and cons of certain pets

**A** ▶ 3:19 **CONVERSATION SPOTLIGHT** Read and listen. Notice the spotlighted conversation strategies.

- A:** Do you think a fish would make a good pet?  
**B:** Actually, I'm not so sure. I've heard they're really high-maintenance.  
**A:** In what way?  
**B:** Well, for one thing, they need a lot of attention. I'd consider getting a rabbit instead.  
**A:** Why a rabbit?  
**B:** Well, they're very low-maintenance. And besides, they're really gentle.  
**A:** But what if you were looking for something a bit more affectionate than a rabbit?  
**B:** Then I'd get a cat. They're affectionate and they're low-maintenance.



**B** ▶ 3:20 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

**C** **NOTEPADDING** With a partner, complete the chart with animals that make good and bad pets. Explain why, using the Vocabulary. Choose animals from page 62 or others you know.

Animals that make exceptionally good pets	Reasons

Animals that make really bad pets	Reasons

DIGITAL VIDEO  
DIGITAL SPEAKING BOOSTER

**D** **CONVERSATION ACTIVATOR** Create a conversation similar to the one in Exercise A, using the information on your notepad. Start like this: *Do you think a \_\_\_ would make a good pet?* Be sure to change roles and then partners.

- DON'T STOP!**
- Make more suggestions.
  - Describe the pros and cons of other pets.
  - Say as much as you can.

RECYCLE THIS LANGUAGE	
• attractive	• funny
• cute	• intelligent
• dangerous	• noisy
• disgusting	• patient
• energetic	• quiet
• fascinating	• ugly
• frightening	



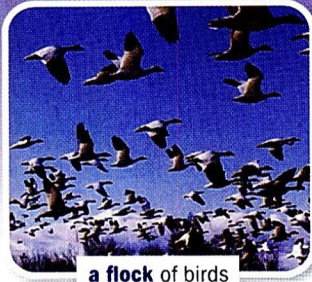
LESSON **3**

**GOAL** Compare animal and human behavior

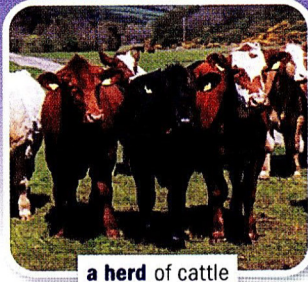
DIGITAL STRATEGIES

**A** ▶ 3:21 **LISTENING WARM-UP VOCABULARY: ANIMAL SOCIAL GROUPS AND PROTECTIVE PHYSICAL FEATURES**  
Read and listen. Then listen again and repeat.

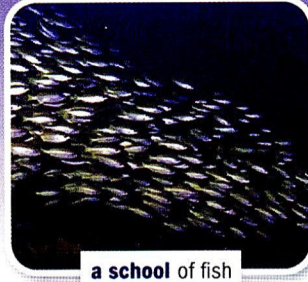
**ANIMAL SOCIAL GROUPS**



a flock of birds



a herd of cattle



a school of fish



a pack of wolves

**PHYSICAL FEATURES**



claws



hooves (singular: a hoof)



a beak



horns

**B** **APPLY NEW VOCABULARY** Complete the chart with a partner.

Animals with claws	Animals with hooves	Animals with horns
Birds with powerful beaks	Animals that travel in packs	Animals that gather in herds

DIGITAL STRATEGIES

**C** ▶ 3:22 **LISTEN TO DEFINE TERMS** Listen to Part 1 of the lecture to answer this question:  
What is the difference between an animal that is a predator and one that is prey?

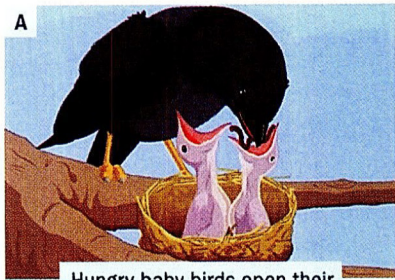
**D** ▶ 3:23 **LISTEN FOR EXAMPLES** Listen to Part 1 of the lecture again. With a partner, find an example from the listening to explain each of the following:

- 1 a benefit of a social group for animals of prey .....
- 2 a benefit of a social group for predators .....
- 3 the role of a dominant animal in a social group .....
- 4 the meaning of "fight or flight" .....

**E** ▶ 3:24 **LISTEN FOR DETAILS** Now listen to Part 2 of the lecture and answer the questions.

- 1 What is the difference between learned behavior and instinct?
- 2 What are two examples of learned behavior from the lecture?

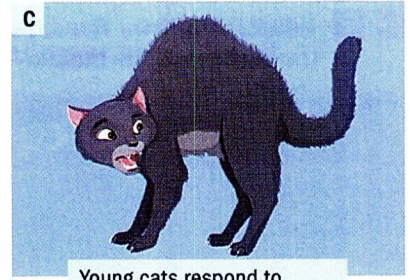
**F** **THINK AND EXPLAIN** Which of these situations do you think illustrate learned behavior as opposed to instinct? Explain your reasons, based on information from the lecture.



**A** Hungry baby birds open their beaks wide so that an adult will put a worm inside.



**B** Baby rabbits quickly follow their mother away from a potential predator.



**C** Young cats respond to perceived danger by getting ready to run away or to fight.

**G** **APPLY IDEAS** Discuss the questions.

- 1 Look at the animals in Preview on page 62. Which are predators and which are prey? Which are both?
- 2 What are some ways in which you think humans behave: a) like herd animals or flocks or b) like animals who socialize in packs? Provide examples.

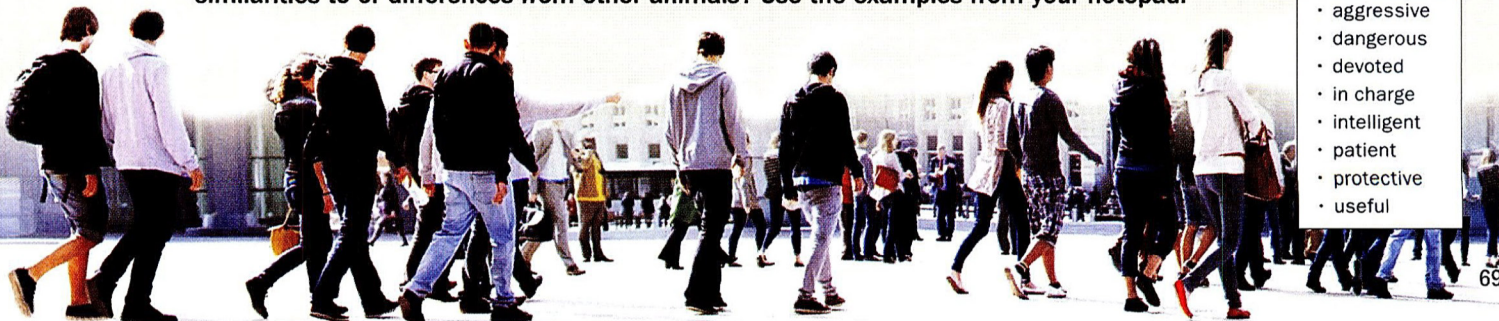
**NOW YOU CAN** Compare animal and human behavior

**A** **NOTEPADDING** In what ways do you think humans are the same as other animals? In what ways do you think we're completely different? Write some ideas.

How we're the same or similar	How we're very different
Groups provide safety and social interaction.	Humans are more able to respond to danger using their intelligence.

**B** **DISCUSSION** Share your ideas with your classmates. Do you think we have more similarities to or differences from other animals? Use the examples from your notepad.

- RECYCLE THIS LANGUAGE**
- aggressive
  - dangerous
  - devoted
  - in charge
  - intelligent
  - patient
  - protective
  - useful



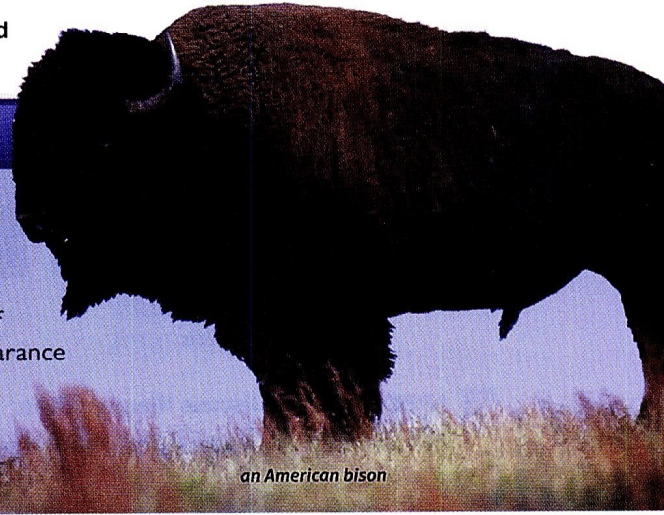
**GOAL** Debate the value of animal conservation

**A READING WARM-UP** What are some endangered animals you can think of? What are some threats to their survival?

**DIGITAL STRATEGIES** **B** ▶ 3:25 **READING** Read the stories. What do you think ensured the survival of the buffalo in the U.S.?

## The Will to Make a Difference

We live on a planet that is rich in biodiversity—there are millions of different species of animals and plants across the globe. Yet many species are disappearing at an alarming rate as the habitats in which plants and animals live together are reduced year after year. Currently, 11,000 species of plants and animals—including over 180 mammals—are at risk of becoming extinct because of this loss of habitat. Once gone, their disappearance is irreversible—they cannot be brought back. In its fast development as a nation over the last three hundred years, the United States has experienced some dramatic shifts in animal populations. Here is the story of a dismal failure and a remarkable success story.



an American bison

### The Passenger Pigeon **FAILURE**

Early European visitors to North America told amazing stories about huge flocks of passenger pigeons that darkened the sky for hours as they flew south for winter. They were easy targets for hunters, delicious to eat, and useful for making feather beds.

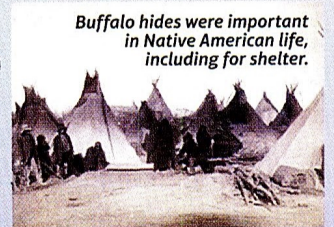


Estimates put their total population at about five billion—the same number as the population of all birds combined in the U.S. today.

By the mid-1800s, the hunting of passenger pigeons had become a large-scale commercial enterprise, supplying east coast cities with a steady supply of birds. Around 300,000 a year were sent to New York City alone. At the same time, their habitat and food sources were shrinking as forests were cut down for farming and construction. In addition, approximately 250,000 birds were killed simply for sport each year. Making matters worse, a female passenger pigeon laid only one egg each year. By the turn of the twentieth century, any attempts to save the passenger pigeon were too late. The last surviving pigeon died in the Cincinnati Zoo in 1914—a species lost forever.

### The American Bison (or Buffalo) **SUCCESS**

Before European settlers came to North America, there were more than 50 million buffalo roaming in huge herds across the continent's central flatlands, which are today known as the Great Plains. These strange-looking, magnificent creatures—with their furry heads and shoulders and distinctive horns—were an important resource for food, clothing, and shelter for Native Americans living on the plains. And they played an enormous part in the plains ecosystem, sustaining other animals and plants. Weaker buffalo provided food for predators like bears and wolves. Herds attracted birds that picked at buffalo fur for insects. Thousands of hooves walking over the landscape prevented aggressive plants from taking over.



Buffalo hides were important in Native American life, including for shelter.

In the 1800s, as new settlers moved from the East to settle the West, whole herds were slaughtered, often just for sport. Buffalo were considered an obstacle to the settlers' desire to grow crops and raise cattle. The resource that sustained Native Americans for centuries began to disappear. By the end of the 1800s, there were as few as 750 buffalo remaining.

Many people were shocked that the buffalo, long considered a symbol of the West, had been allowed to come so close to extinction. Fortunately, efforts to save them were begun in 1905. The remaining herds were gathered together and protected. Their number steadily increased to today's population of about 350,000.

#### What conclusion can we draw from these stories?

In the case of the passenger pigeon, extinction was occurring so fast that, even with efforts to save them, it was too late to act. However, we can see that with the American buffalo, conservation efforts can make a difference if they are begun early enough.

**C UNDERSTAND MEANING FROM CONTEXT** Choose the correct meaning for each word.

- 1 biodiversity
  - a the place where animals live
  - b the variety of living things
  - c the disappearance of a species
- 2 a habitat
  - a the food animals eat
  - b the place animals live
  - c the number of species
- 3 extinction
  - a the protection of a species
  - b the hunting of a species
  - c the disappearance of a species
- 4 conservation
  - a the protection of animals from extinction
  - b a danger to animals
  - c a source of food
- 5 an ecosystem
  - a a danger to animals
  - b the protection of a species
  - c a community of living things

**D RECOGNIZE CAUSE AND EFFECT** Discuss these questions with a partner.

- 1 What are four reasons the passenger pigeon became extinct? Why did conservation efforts fail?
- 2 Why did settlers hunt the buffalo? How did the buffalo come so close to extinction?

DIGITAL  
EXTRA  
CHALLENGE

**NOW YOU CAN** Debate the value of animal conservation

**A FRAME YOUR IDEAS** With a partner, read and discuss the arguments for and against animal conservation. Which arguments are the strongest for each side of the animal conservation debate? Which are the weakest?

For	Against
<ul style="list-style-type: none"> <li>• Human beings have a responsibility to protect all living things.</li> <li>• Species should be preserved for future generations.</li> <li>• Natural parks that protect wildlife are big tourist attractions that generate jobs and income for local economies.</li> <li>• Species extinction is happening at such a fast rate we'd be foolish not to act quickly.</li> <li>• For every species lost to extinction, humans miss the chance to make new discoveries—for example, new medicines.</li> <li>• Your own ideas: .....</li> </ul>	<ul style="list-style-type: none"> <li>• Extinctions are simply part of the natural process—it's the principle of "survival of the fittest."</li> <li>• Environmental protection costs a lot of money. It's "a luxury" for countries that have more serious problems.</li> <li>• Millions of species have already become extinct with no significant impact on the environment—it's no big deal.</li> <li>• Conservation limits land available to farmers, who really need it for their livelihood.</li> <li>• Do we really need 2,000 species of mice?</li> <li>• Your own ideas: .....</li> </ul>

DIGITAL  
SPEAKING  
BOOSTER

**B DEBATE** Form two groups—one for and one against this statement: *It's important to protect all species of animals from extinction.* Take turns presenting and supporting your views with reasons and examples.

“ I don't see why we should worry about conserving one type of endangered frog or salamander. There are many other kinds that are not endangered. ”

“ But the extinction of one type of frog could affect mammals and reptiles that may depend on that species for food. ”

“ Come to think of it, you have a point! ”

**OPTIONAL WRITING** Write at least two paragraphs about the reasons some animals become endangered. Describe the threats to their survival and what can be done to save them.

**RECYCLE THIS LANGUAGE**

- amphibians
- birds
- fish
- invertebrates
- mammals
- reptiles

**WRITING** Supporting a point of view

**A WRITING SKILL** Study the rules.

To persuade readers to agree with your point of view in an essay:

- State your point of view in the introduction to your essay.
- Then provide examples, facts, or experts' opinions that support your point of view.
- Another effective technique is to demonstrate the weakness of opposing arguments.
- Summarize your main point in a concluding sentence.

Use expressions like these to support your point of view. Pay attention to correct punctuation when needed.

Support your point of view	Offer experts' opinions
For one thing, For example, For instance, Furthermore,	[Smith] states that ... According to [Rivera], ... Studies suggest that ...
Refute opposing arguments	Conclude your argument
It can be argued that ... [Some people] think ... It [may be] true that ...	However, In conclusion, In summary, To sum up,

**WRITING MODEL**

Many people question whether it's humane to keep animals in zoos. However, **today's zoos can play an important role in animal conservation.** They can do this in a number of ways.

**For one thing, studies suggest that** animal conservation research and observation may be conducted more easily in zoos. In that way, new methods for ensuring the survival of endangered species might be discovered. **Furthermore,** in her report on conservation efforts at the Parkland Zoo, **biologist Ann Fisher states that** zoos can protect the young of endangered species until they are old enough to be released into the wild. **It can be argued that** all animals should be free and that it is unethical to keep any animals in zoos. **However,** the survival of these species in the wild may actually depend on the results of the scientific studies many zoos provide.

**In conclusion,** I believe endangered animals should be kept in zoos in order to support conservation efforts. It's one way that we can help ensure their survival.

**B PRACTICE** Complete the arguments to support the point of view.

Zoos can play an increasingly important role in animal conservation.

1 (For one thing, / However,) a zoo is a good environment for scientists to observe the behavior of endangered animals. Information from this research can be used to ensure their survival. 2 (Many people think / For example,) animals are simply cooped up in cages at zoos. 3 (Furthermore, / However,) today's modern zoos try to imitate their natural habitats by providing healthy food and lots of space for exercise and play. Without this intervention, many species would not survive in the wild. 4 (According to / To sum up) Dutch scientist Frans de Wall, zoos also serve an important educational purpose. 5 (Furthermore, / For example,) by visiting zoos with their families or school classes, children learn about endangered animals and grow up appreciating the importance of protecting them. 6 (To sum up, / It may be true that) there are good reasons for keeping endangered animals in zoos.



**C APPLY THE WRITING SKILL** Write a short essay in which you express your opinion on the treatment of animals on farms or in research. Use persuasion to get the reader to agree with your point of view. State your point of view in the introduction. Support it with examples, facts, or experts' opinions. Refute opposing arguments. Conclude by restating your main point.

**OPTIONAL WRITING** Exchange paragraphs with a partner. Do you agree or disagree with your partner's point of view? Write a short response, explaining why. Start like this: *I [agree / disagree] with your argument because ...*

**SELF-CHECK**

- Did I state my point of view clearly in the introduction?
- Did I provide examples, facts, or experts' opinions to support my point of view?
- Did I discuss opposing arguments?
- Did I include a concluding sentence?

# REVIEW

**A** ▶ 3:26 Listen to Part 1 of a radio program. Choose the phrase that best completes each statement, according to the program.

- 1 Capuchin monkeys can be ..... .
  - a used for medical research      b loyal friends to humans      c trained to help people with disabilities
- 2 These monkeys are useful to humans because they ..... .
  - a can do simple jobs                      b can push a wheelchair      c can wash dishes

**B** ▶ 3:27 Now listen to Part 2 and choose the phrase that best completes each statement.

- 1 Dolphin-assisted therapy had a positive effect on children's ..... .
  - a moral or ethical development      b speech development      c physical development
- 2 Children respond to dolphins because dolphins are ..... .
  - a good swimmers                      b intelligent                      c playful
- 3 Many of these children respond better to people after ..... .
  - a a year of treatment                      b a few treatments                      c a few weeks of treatment

**C** Change the adjective in each statement so it makes sense.

- 1 A relaxed pet that is good with kids is ~~destructive~~.
- 2 A cat that often scratches people with its claws is ~~affectionate~~.
- 3 A pet that is loving and friendly is ~~aggressive~~.
- 4 A dog that damages furniture is ~~playful~~.
- 5 An animal that is easy to care for is ~~filthy~~.
- 6 A dog that is easily frightened is ~~protective~~.
- 7 A pet that is expensive to buy and take care of is ~~good-natured~~.
- 8 A parrot that has fun holding a ball in its beak is ~~loyal~~.

**D** Complete each statement with vocabulary from the unit.

- 1 Passenger pigeons used to fly together in very large .....
- 2 A cat is a mammal, and a frog is an .....
- 3 Dogs that do not have owners sometimes hang out together in .....
- 4 Lions use their teeth and ..... to kill their prey.
- 5 Buffalo have a pair of ..... on their furry heads.
- 6 An eel is a kind of fish, and a crocodile is a kind of .....
- 7 Dominant male sheep fight with their horns to choose who will be the one in charge of the .....
- 8 Humans have feet, and horses have .....
- 9 A bird may use its ..... to protect itself from a predator.

**E** Choose four of the topics. Use passive modals to state your own opinion about each topic.

Topics		
medical research	dog fighting	pets
hunting	extinction	zoos

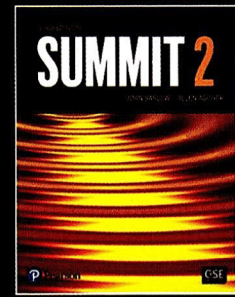
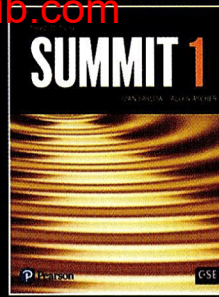
- Example: ... *Hunting should be banned because it is inhumane.* .....
- 1 .....
  - 2 .....
  - 3 .....
  - 4 .....

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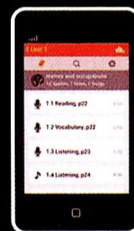
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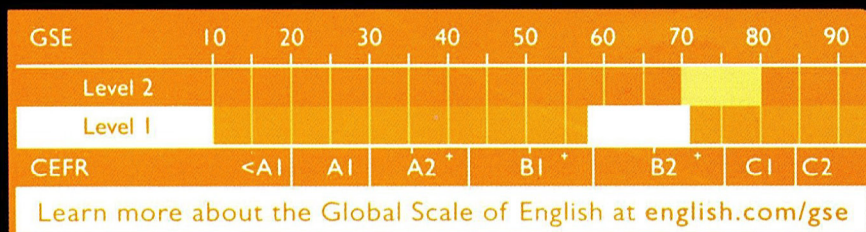
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