

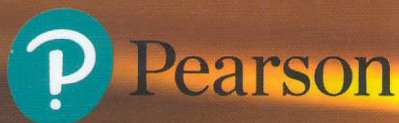
THIRD EDITION

SUMMIT 2A

www.avasshop.ir

JOAN SASLOW ALLEN ASCHER

with WORKBOOK



Summit: English for Today's World Level 2A with Workbook, Third Edition

Copyright © 2017 by Pearson Education, Inc.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior permission of the publisher.

Pearson, 221 River Street, Hoboken, NJ 07030

Staff credits: The people who made up the *Summit* team representing editorial, production, design, manufacturing, and marketing are Pietro Alongi, Rhea Banker, Peter Benson, Stephanie Bullard, Jennifer Castro, Tracey Munz Cataldo, Rosa Chapinal, Aerin Csigay, Dave Dickey, Gina DiLillo, Christopher Leonowicz, Laurie Neaman, Alison Pei, Sherri Pemberton, Jennifer Raspiller, Mary Rich, Courtney Steers, Katherine Sullivan, and Paula Van Ellis.

Cover credit: Tonis Pan/Shutterstock

Text composition: emc design ltd

Library of Congress Cataloging-in-Publication Data

Names: Saslow, Joan M., author. | Ascher, Allen, author.

Title: *Summit : English for today's world* / Joan Saslow and Allen Ascher.

Description: Third Edition. | White Plains, NY : Pearson Education, [2017]

Identifiers: LCCN 2016017942 | ISBN 9780134096070 (book w/ CD) | ISBN

9780134176888 (book w/ CD) | ISBN 013409607X (book w/ CD)

Subjects: LCSH: English language--Textbooks for foreign speakers. | English language--Rhetoric. | English language--Sound recording for foreign speakers.

Classification: LCC PE1128 .S2757 2017 | DDC 428.2/4--dc23 www.avasshop.ir

LC record available at <https://lccn.loc.gov/2016017942>

Student Book

Photo credits: Original photography Mike Cohen. Page 2 Robert Churchill/Alamy Stock Photo; p. 3 (t) Amble Design/Shutterstock, (b) Maximino gomes/Fotolia; p. 4 (l) YUTAKA/AFLO SPORT/Newscom, (r) FRANCISCO TRUJILLO/NOTIMEX/Newscom; p. 5 (r) Alistair Berg/DigitalVision/Getty Images, (l) blvdone/Fotolia; p. 6 (tr) wavebreakmedia/Shutterstock, (b, 1-4) Monkey Business/Shutterstock, DRB Images/LLC/Getty Images, Andersen Ross/Blend Images/Getty Images, Jupiterimages/Stockbyte/Getty Images (b, 5-8) Tracy Whiteside/Shutterstock, Djomas/Shutterstock, Juanmonino/E+/Getty Images, pressmaster/Fotolia; p. 7 YAY Media AS/Alamy Stock Photo; p. 9 (t) Juniart/Shutterstock, (r) Monkey Business/Fotolia, (l) Stefan Schurr/Shutterstock; p. 13 goodluz/Fotolia; p. 15 Andersen Ross/Stockbyte/Getty Images; p. 17 Kzenon/Fotolia; p. 18 petrunjela/Fotolia; p. 19 Bits and Splits/Fotolia; p. 20 Wavebreak Media Ltd/123RF; p. 21 Zurijeta/Shutterstock; p. 22 (Machal) ROBIN TOWNSEND/EPA/Newscom, (Ka-shing) YONHAP/EPA/Newscom, (Caldicott) Paul Lovelace/REX/Newscom (human rights) tang90246/Fotolia, (smokestacks) Nickolay Khoroshkov/Shutterstock, (refugees) Photo by Antonio Masiello/NurPhoto/REX/Shutterstock, (children in line) Joseph Project - Malawi/Alamy Stock Photo, (school) BSIP/Newscom, (elderly woman and child) Kumar Sriskandan/Alamy Stock Photo; p. 23 demerzel21/Getty Images; p. 26 Drobot Dean/Fotolia; p. 27 ONOKY/Eric Audras/Brand X Pictures/Getty Images, p. 28 (l-r) BMP/Shutterstock, Vladimir Wrangel/Shutterstock, Billion Photos/Shutterstock; p. 29 berty30/Fotolia; p. 30 (t) Imagewerks/Getty Images, (r) Monkey Business Images/Shutterstock, (l) Racorn/Shutterstock; p. 32 Byron Purvis/AdMedia/Newscom; p. 33 Shariff Che'Lah/123RF; p. 34 Kook Je Newspaper/AP Images; p. 35 (Parks) World History Archive/Alamy Stock Photo, (Khan) Pardis Sabeti, (crocodile) Jeep5d/Fotolia; p. 37 (l-r) Otnaydur/Shutterstock, AVAVA/Fotolia, Andresr/Shutterstock; p. 38 (clockwise) Jade/Blend Images/Getty Images, Andresr/Shutterstock, iofoto/Shutterstock, Monkey Business/Fotolia, nyul/Fotolia, fotogenicstudio/Fotolia, nyul/Fotolia; p. 39 wavebreakmedia/Shutterstock; p. 43 wavebreakmedia/Shutterstock; p. 44 (l) Phil Date/Shutterstock, (r) Jack Hollingsworth/Stockbyte/Getty Images; p. 46 georgierudy/Fotolia; p. 47 gstockstudio/Fotolia, BillionPhotos.com/Fotolia, Mat Hayward/Fotolia, Scott Griessel/Fotolia, Cheryl Savan/Shutterstock, gstockstudio/Fotolia; p. 50 (sand) Douglas Sacha/Moment Open/Getty Images, (caution) jdoms/Fotolia, (bad cat) FotoYakov/Shutterstock, (zipper) memo_frame/Fotolia, (egg) Morrowind/Shutterstock, (corn) Patti McConville/Photographer's Choice/Getty Images, (horse) byllwill/Vetta/Getty Images, (kitten) pavelmayorov/Shutterstock; p. 51 Tom Merton/Hoxton/Getty Images; p. 52 Rouelle Umali Xinhua News Agency/Newscom; p. 53 DragonImages; p. 54 (l) DW labs Incorporated/Shutterstock, (r) east2/Fotolia; p. 55 (laptop/park) wavebreakmedia/Shutterstock, (baby) Cbarnesphotography/E+/Getty Images, (cartoon) Cartoonresource/Shutterstock; p. 57 Tyler Olson/Fotolia.

Illustration credits: Aptara pp. 8, 26, 44, 56; Steve Attoe p. 45; Dusan Petricic pp. 16, 57, 59; el Primo Ramon pp. 10, 14, 31, 58 (t).

Workbook

Photo credits: Page 1 (bottom): Dglimages/Fotolia; 1 (center): Martinan/Fotolia; 1 (top): Blanche/Fotolia; 3: Behyar/Shutterstock; 5 (bottom): Nakophotography/Fotolia; 5 (top): Alysta/Shutterstock; 8: Fantisekhodysz/Shutterstock; 9: Goodluz/Shutterstock; 16: Ollyy/Shutterstock; 21: Neirfy/Fotolia; 23: Kzenon/Shutterstock; 26 (bottom): Innovatedcaptures/123RF; 26 (center): Joggie Botma/Fotolia; 26 (top): Ikonoklast Fotografi e/Shutterstock; 28: Szasz Fabian Jozsef/Fotolia; 29: Rido/Fotolia; 31: Boris Spremo/Toronto Star/Getty Images; 33: Marco Secchi/Getty Images Entertainment/Getty Images; 37: Wong Yu Liang/Fotolia; 38 (bottom): Zhu Difeng/Shutterstock; 38 (bottom, center): Minerva Studio/Fotolia; 38 (top): Gstockstudio/Fotolia; 38 (top, center): Jenner/Fotolia; 40: Mrcats/Fotolia; 41: Yuriy Shevtsov/Fotolia; 43 (bottom): Rocketclips/Fotolia; 43 (bottom, center): Monkey Business/Fotolia; 43 (top): Syda Productions/Fotolia; 43 (top, center): Monkey Business/Fotolia; 45: Brainsil/Fotolia; 48: Fisherss/Shutterstock; 50 (bottom, left): Lek Changply/Shutterstock; 50 (bottom, right): Minerva Studio/Fotolia; 50 (top, left): Ramonespelt/Fotolia; 50 (top, right): Oksana Kuzmina/Fotolia; 51: DPA/The Image Works; 52: OLI Studio/Shutterstock; 55: Pavelkriuchkov/Fotolia; 56: Everett Collection/Shutterstock.

Illustration Credits: Steve Attoe: pages 4, 56; Stephen Hutchings: page 15; Steve Schulman: page 44; Leanne Franson: pages 14, 17, 20, 53, 57, 58.

Printed in the United States of America

ISBN-10: 0-13-449888-7

ISBN-13: 978-0-13-449888-1

1 17

pearsonelt.com/summit3e

Contents

Learning Objectives for 2A and 2B	iv
To the Teacher	viii
Components	ix
About the Authors	xi

UNIT 1	Dreams and Goals.....	2
UNIT 2	Character and Responsibility	14
UNIT 3	Fears, Hardships, and Heroism	26
UNIT 4	Getting Along with Others	38
UNIT 5	Humor.....	50

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

WORKBOOK

UNIT 1	Dreams and Goals.....	W1
UNIT 2	Character and Responsibility	W14
UNIT 3	Fears, Hardships, and Heroism	W26
UNIT 4	Getting Along with Others	W37
UNIT 5	Humor.....	W50

LEARNING OBJECTIVES

UNIT	COMMUNICATION GOALS	VOCABULARY	GRAMMAR
UNIT 1 1 Dreams and Goals PAGE 2	<ul style="list-style-type: none"> Ask about someone's background Discuss career and study plans Compare your dreams and goals in life Describe job qualifications 	<ul style="list-style-type: none"> Job applications Collocations for career and study plans Describing dreams and goals <p>Word Study:</p> <ul style="list-style-type: none"> Collocations with <u>have</u> and <u>get</u> for qualifications 	<ul style="list-style-type: none"> Simultaneous and sequential past actions: review and expansion Completed and uncompleted past actions closely related to the present <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Describing past actions and events: review Stative verbs: non-action and action meanings
UNIT 2 2 Character and Responsibility PAGE 14	<ul style="list-style-type: none"> Describe the consequences of lying Express regret and take responsibility Explore where values come from Discuss how best to help others 	<ul style="list-style-type: none"> Taking or avoiding responsibility Philanthropic work 	<ul style="list-style-type: none"> Adjective clauses: review and expansion "Comment" clauses <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Adjective clauses: overview Grammar for Writing: adjective clauses with quantifiers Grammar for Writing: reduced adjective clauses
UNIT 3 3 Fears, Hardships, and Heroism PAGE 26	<ul style="list-style-type: none"> Express frustration, empathy, and encouragement Describe how fear affects you physically Discuss overcoming handicaps and hardships Examine the nature of heroism 	<ul style="list-style-type: none"> Expressing frustration, empathy, and encouragement Physical effects of fear <p>Word Study:</p> <ul style="list-style-type: none"> Using parts of speech 	<ul style="list-style-type: none"> Clauses with <u>no matter</u> Using <u>so ... (that)</u> or <u>such ... (that)</u> to explain results <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Embedded questions: review and common errors Non-count nouns made countable Nouns used in both countable and uncountable sense
UNIT 4 4 Getting Along with Others PAGE 38	<ul style="list-style-type: none"> Discuss how to overcome shortcomings Acknowledge inconsiderate behavior Explain how you handle anger Explore the qualities of friendship 	<ul style="list-style-type: none"> Shortcomings Expressing and controlling anger 	<ul style="list-style-type: none"> Adverb clauses of condition Cleft sentences: review and expansion <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Grammar for Writing: more conjunctions and transitions Cleft sentences: more on meaning and use
UNIT 5 5 Humor PAGE 50	<ul style="list-style-type: none"> Discuss the health benefits of laughter Respond to something funny Analyze what makes us laugh Explore the limits of humor 	<ul style="list-style-type: none"> Ways to respond to jokes and other funny things Common types of jokes Practical jokes 	<ul style="list-style-type: none"> Indirect speech: backshifts in tense and time expressions Questions in indirect speech <p>GRAMMAR BOOSTER</p> <ul style="list-style-type: none"> Imperatives in indirect speech Changes to pronouns and possessives <u>Say</u>, <u>tell</u>, and <u>ask</u> Other reporting verbs

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> • Use <u>Thanks for asking</u> to express appreciation for someone's interest. • Use <u>Correct me if I'm wrong, but ...</u> to tentatively assert what you believe about someone or something. • Say <u>I've given it some thought and ...</u> to introduce a thoughtful opinion. • Informally ask for directions by saying <u>Steer me in the right direction</u>. • Say <u>As a matter of fact</u> to present a relevant fact. • Offer assistance with <u>I'd be more than happy to</u>. • Say <u>I really appreciate it</u> to express gratitude. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to activate vocabulary • Listen for main ideas • Listen to confirm content • Listen for supporting details • Listen to infer <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> • Sentence stress and intonation: review 	<p>Texts:</p> <ul style="list-style-type: none"> • An application for employment • An article about two famous people • An article about good and bad interview behavior • A job advertisement • A résumé <p>Skills / strategies:</p> <ul style="list-style-type: none"> • Understand idioms and expressions • Confirm information • Apply ideas 	<p>Task:</p> <ul style="list-style-type: none"> • Write a traditional cover letter to an employer <p>Skill:</p> <ul style="list-style-type: none"> • A formal cover letter
<ul style="list-style-type: none"> • Admit having made a mistake by apologizing with <u>I'm really sorry, but ...</u> • Confirm that someone agrees to an offer with <u>if that's OK</u>. • Use <u>That's really not necessary</u> to politely turn down an offer. • Take responsibility for a mistake by saying <u>Please accept my apology</u>. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to infer information • Listen to support an opinion • Listen for main ideas • Listen to classify • Listen to confirm content • Listen for point of view • Listen to summarize • Listen to draw conclusions <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> • Emphatic stress and pitch to express emotion 	<p>Texts:</p> <ul style="list-style-type: none"> • A survey about taking or avoiding responsibility • An article about lying • A textbook article about the development of values • Dictionary entries • Short biographies <p>Skills / strategies:</p> <ul style="list-style-type: none"> • Understand idioms and expressions • Relate to personal experience • Classify vocabulary using context • Critical thinking 	<p>Task:</p> <ul style="list-style-type: none"> • Write a college application essay <p>Skill:</p> <ul style="list-style-type: none"> • Restrictive and non-restrictive adjective clauses
<ul style="list-style-type: none"> • Ask <u>Is something wrong?</u> to express concern about someone's state of mind. • Ask <u>What's going on?</u> to show interest in the details of someone's problem. • Begin an explanation with <u>Well, basically</u> to characterize a problem in few words. • Say <u>Hang in there</u> to offer support to someone facing a difficulty. • Say <u>Anytime</u> to acknowledge someone's appreciation and minimize what one has done. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to predict • Listen to activate parts of speech • Listen for details • Listen to retell a story • Listen to summarize <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> • Vowel reduction to /ə/ 	<p>Texts:</p> <ul style="list-style-type: none"> • A self-test about how fearful you are • Interview responses about how fear affects people physically • An article about Marlee Matlin • Profiles of three heroes <p>Skills / strategies:</p> <ul style="list-style-type: none"> • Understand idioms and expressions • Understand meaning from context • Summarize 	<p>Task:</p> <ul style="list-style-type: none"> • Write a short report about a dangerous or frightening event <p>Skill:</p> <ul style="list-style-type: none"> • Reducing adverbial clauses
<ul style="list-style-type: none"> • Introduce an uncomfortable topic with <u>there's something I need to bring up</u>. • Say <u>I didn't realize that</u> to acknowledge a complaint about your behavior. • Use <u>I didn't mean to ...</u> to apologize for and summarize someone's complaint. • Say <u>On the contrary</u> to assure someone that you don't feel the way they think you might. • Say <u>I can see your point</u> to acknowledge someone's point of view. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to activate grammar • Listen to summarize the main idea • Listen to infer information • Listen to draw conclusions <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> • Shifting emphatic stress 	<p>Texts:</p> <ul style="list-style-type: none"> • Profiles about people's shortcomings • Descriptions of different workshops • An article on friendship <p>Skills / strategies:</p> <ul style="list-style-type: none"> • Understand idioms and expressions • Understand meaning from context • Apply ideas • Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> • Write a three-paragraph essay presenting a solution to a common shortcoming <p>Skill:</p> <ul style="list-style-type: none"> • Transitional topic sentences
<ul style="list-style-type: none"> • Exclaim <u>You've got to see this!</u> to urge someone to look at something. • Introduce a statement with <u>Seriously</u> to insist someone not hesitate to take your suggestion. • Say <u>That's priceless</u> to strongly praise something. • Agree informally with <u>Totally</u>. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> • Listen to activate vocabulary • Listen to summarize • Listen to take notes • Listen to apply ideas <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> • Intonation of sarcasm 	<p>Texts:</p> <ul style="list-style-type: none"> • A self-test about your sense of humor • An article about the health benefits of laughter • An article about the theories of humor • Descriptions of practical jokes <p>Skills / strategies:</p> <ul style="list-style-type: none"> • Understand idioms and expressions • Critical thinking • Classify 	<p>Task:</p> <ul style="list-style-type: none"> • Write a true or imaginary story <p>Skill:</p> <ul style="list-style-type: none"> • Writing dialogue

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

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

CONVERSATION STRATEGIES	LISTENING / PRONUNCIATION	READING	WRITING
<ul style="list-style-type: none"> Ask a stranger for help with <u>I wonder if you could do me a favor</u>. Agree to offer assistance with <u>How can I help?</u> Confirm willingness to perform a favor with <u>I'd be happy to</u>. Introduce a statement of relief with <u>It's a good thing</u>. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to infer Listen to activate grammar Listen for main ideas Listen to confirm content Listen to understand meaning from context Listen for details Listen to summarize <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Regular past participle endings Reduction in perfect modals 	<p>Texts:</p> <ul style="list-style-type: none"> A travel tips contest Interview responses about travel hassles An article about the dangers of public Wi-Fi <p>Skills / strategies:</p> <ul style="list-style-type: none"> Understand idioms and expressions Understand meaning from context Paraphrase Find supporting details 	<p>Task:</p> <ul style="list-style-type: none"> Write an essay comparing and contrasting two means of transportation <p>Skill:</p> <ul style="list-style-type: none"> A comparison and contrast essay
<ul style="list-style-type: none"> Call someone's attention to an outrageous claim with <u>Can you believe this?</u> Express surprise at someone's gullibility with <u>Oh, come on</u>. Use <u>That's got to be</u> to underscore a conclusion. Add <u>I guess</u> to an opinion one isn't sure about. Express extreme agreement to another's opinion with <u>You can say that again</u>. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for details Listen to confirm content Listen to summarize Listen to infer <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Linking sounds 	<p>Texts:</p> <ul style="list-style-type: none"> A website about superstitions An article about the placebo and nocebo effects <p>Skills / strategies:</p> <ul style="list-style-type: none"> Understand idioms and expressions Infer meaning Draw conclusions Critical thinking 	<p>Task:</p> <ul style="list-style-type: none"> Write a four-paragraph essay on superstitions <p>Skill:</p> <ul style="list-style-type: none"> Subject / verb agreement: expansion
<ul style="list-style-type: none"> Say <u>Guess what?</u> to introduce exciting news. Use <u>I can't make up my mind between ...</u> to signal indecision. Use <u>I wouldn't say ...</u> to express modesty or doubt. Support a statement or point of view with <u>I've been told that</u>. Provide support for someone's decision with <u>I don't think you can go wrong</u>. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen for main ideas Listen to infer Listen for supporting details Listen to draw conclusions <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Emphatic stress with auxiliary verbs 	<p>Texts:</p> <ul style="list-style-type: none"> A quiz on emotional intelligence An article on whether intelligence can be increased An article on staying on target <p>Skills / strategies:</p> <ul style="list-style-type: none"> Understand idioms and expressions Apply ideas Relate to personal experience 	<p>Task:</p> <ul style="list-style-type: none"> Write a three-paragraph essay about the challenges of staying focused <p>Skill:</p> <ul style="list-style-type: none"> Explaining cause and result
<ul style="list-style-type: none"> Use <u>For one thing</u> to introduce an important first argument. Say <u>Well, if you ask me ...</u> to offer an opinion. Use <u>I mean</u> to clarify what you just said. Say <u>I see your point</u> to concede the value of someone else's opinion. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to activate vocabulary Listen to identify point of view Listen to confirm content Listen to infer information Listen to draw conclusions <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Reading aloud 	<p>Texts:</p> <ul style="list-style-type: none"> A survey on future predictions An article on how people in the past envisioned the future An article on what some people are doing to protect the environment Dictionary entries <p>Skills / strategies:</p> <ul style="list-style-type: none"> Understand idioms and expressions Understand meaning from context Draw conclusions 	<p>Task:</p> <ul style="list-style-type: none"> Write a four- or five-paragraph essay about the future <p>Skill:</p> <ul style="list-style-type: none"> The thesis statement in a formal essay
<ul style="list-style-type: none"> Begin a statement with <u>Can you believe ...</u> to introduce surprising, exciting, or disturbing information. Use <u>But on the bright side</u> to change a negative topic to something more positive. Begin a statement with <u>It just goes to show you ...</u> to emphasize a point. Say <u>Well, that's another story</u> to acknowledge a positive or negative change of topic. Begin a statement with <u>You'd think ...</u> to express frustration with a situation. 	<p>Listening Skills:</p> <ul style="list-style-type: none"> Listen to activate vocabulary Listen to summarize Listen to confirm information Listen to understand meaning from context Listen to draw conclusions <p>PRONUNCIATION BOOSTER</p> <ul style="list-style-type: none"> Intonation of tag questions 	<p>Texts:</p> <ul style="list-style-type: none"> A quiz on English in today's world News stories about global issues and problems People's opinions about foreign imports An article about the pros and cons of globalization <p>Skills / strategies:</p> <ul style="list-style-type: none"> Understand idioms and expressions Understand meaning from context Identify supporting ideas Interpret information in a graph 	<p>Task:</p> <ul style="list-style-type: none"> Write a four-paragraph essay to rebut an opposing view about globalization <p>Skill:</p> <ul style="list-style-type: none"> Rebutting an opposing point of view

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

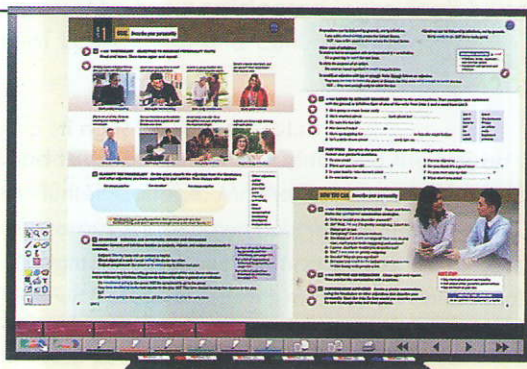
**Summit* is the recipient of the Association of Educational Publishers' Distinguished Achievement Award.

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 . . .

-  **NEW** Conversation Activator videos: increase students' confidence in oral communication
-  **NEW** Discussion Activator videos: increase quality and quantity of expression
-  **NEW** Extra Grammar Exercises: ensure mastery of grammar
-  **NEW** Extra Challenge Reading Activities: help students succeed at standardized proficiency tests.



PLUS

- Interactive Whiteboard tools, including zoom, highlight, links, notes, and more.
-  Clickable Audio: instant access to the complete classroom audio program
- Summit TV Video Program: fully-revised authentic TV documentaries as well as unscripted on-the-street interviews, featuring a variety of regional and non-native accents

For planning . . .

- A *Methods Handbook* for a communicative classroom
- Detailed timed lesson plans for each two-page lesson
- Summit TV teaching notes
- Complete answer keys, audio scripts, and video scripts

For extra support . . .

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

For assessment . . .

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

Ready-made Summit Web Projects provide authentic application of lesson language.

Workbook

Lesson-by-lesson written exercises to accompany the Student's Book

Full-Course Placement Tests

Choose printable or online version

Classroom Audio Program

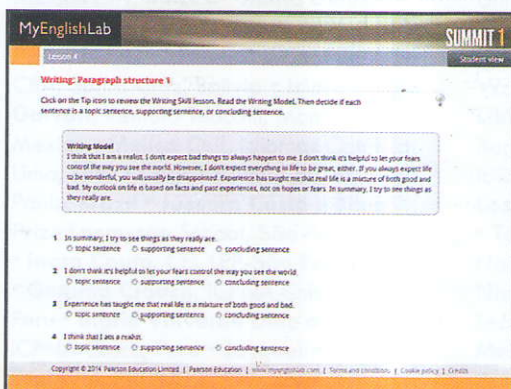
- A set of Audio CDs, as an alternative to the clickable audio in ActiveTeach
- Contains a variety of authentic regional and non-native accents to build comprehension of diverse English speakers
- **NEW** The app *Summit Go* allows access anytime, anywhere and lets students practice at their own pace. The entire audio program is also available for students at www.english.com/summit3e.

Teacher's Edition and Lesson Planner

- Detailed interleaved lesson plans, language and culture notes, answer keys, and more
- Also accessible in digital form in ActiveTeach

MyEnglishLab

An optional online learning tool



- **NEW** Immediate, meaningful feedback on wrong answers
- **NEW** Remedial grammar exercises
- **NEW** Grammar Coach videos for general reference
- Interactive practice of all material presented in the course
- Grade reports that display performance and time on task
- Auto-graded achievement tests

For more information: www.pearsonelt.com/summit3e

ABOUT THE AUTHORS

Joan Saslow

Joan Saslow has taught in a variety of programs in South America and the United States. She is author or coauthor of a number of widely used courses, some of which are *Ready to Go*, *Workplace Plus*, *Literacy Plus*, and *Top Notch*. She is also author of *English in Context*, a series for reading science and technology. Ms. Saslow was the series director of *True Colors* and *True Voices*. She has participated in the English Language Specialist Program in the U.S. Department of State's Bureau of Educational and Cultural Affairs.

Allen Ascher

Allen Ascher has been a teacher and teacher trainer in China and the United States, as well as academic director of the intensive English program at Hunter College. Mr. Ascher has also been an ELT publisher and was responsible for publication and expansion of numerous well-known courses including *True Colors*, *NorthStar*, the *Longman TOEFL Preparation Series*, and the *Longman Academic Writing Series*. He is coauthor of *Top Notch*, and he wrote the "Teaching Speaking" module of *Teacher Development Interactive*, an online multimedia teacher-training program.

Ms. Saslow and Mr. Ascher are frequent presenters at professional conferences and have been coauthoring courses for teens, adults, and young adults since 2002.

AUTHORS' ACKNOWLEDGMENTS

The authors wish to thank Katherine Klagsbrun for developing the digital Extra Challenge Reading Activities that appear with all reading selections in *Summit 2*.



The authors are indebted to these reviewers, who provided extensive and detailed feedback and suggestions for *Summit*, as well as the hundreds of teachers who completed surveys and participated in focus groups.

Cris Asperti, CEL LEP, São Paulo, Brazil • **Diana Alicia Ávila Martínez**, CUEC, Monterrey, Mexico • **Shannon Brown**, Nagoya University of Foreign Studies, Nagoya, Japan • **Cesar Byrd**, Universidad ETAC Campus Chalco, Mexico City, Mexico • **Maria Claudia Campos de Freitas**, Metalanguage, São Paulo, Brazil • **Alvaro Del Castillo Alba**, CBA, Santa Cruz, Bolivia • **Isidro Castro Galván**, Instituto Teocalli, Monterrey, Mexico • **Melisa Celi**, Idiomas Católica, Lima, Peru • **Carlos Celis**, CEL LEP, São Paulo, Brazil • **Jussara Costa e Silva**, Prize Language School, São Paulo, Brazil • **Inara Couto**, CEL LEP, São Paulo, Brazil • **Gemma Crouch**, ICPNA Chiclayo, Peru • **Ingrid Valverde Díaz del Olmo**, ICPNA Cusco, Peru • **Jacqueline Díaz Esquivel**, PROULEX, Guadalajara, Mexico • **María Eid Ceneviva**, CBA, Cochabamba, Bolivia • **Erika Licia Esteves Silva**, Murphy English, São Paulo, Brazil • **Cristian Garay**, Idiomas Católica, Lima, Peru • **Miguel Angel Guerrero Pozos**, PROULEX, Guadalajara, Mexico • **Anderson Francisco Guimarães Maia**, Centro Cultural Brasil Estados Unidos, Belém, Brazil • **Cesar Guzmán**, CAADI Monterrey, Mexico • **César Iván Hernández Escobedo**, PROULEX, Guadalajara, Mexico • **Robert Hinton**, Nihon University, Tokyo, Japan • **Segundo**

Huanambal Díaz, ICPNA Chiclayo, Peru • **Chandra Víctor Jacobs Sukahai**, Universidad de Valle de México, Monterrey, Mexico • **Yeni Jiménez Torres**, Centro Colombo Americano Bogotá, Colombia • **Simon Lees**, Nagoya University of Foreign Studies, Nagoya, Japan • **Thomas LeViness**, PROULEX, Guadalajara, Mexico • **Amy Lewis**, Waseda University, Tokyo, Japan • **Luz Libia Rey**, Centro Colombo Americano, Bogotá, Colombia • **Diego López**, Idiomas Católica, Lima, Peru • **Junior Lozano**, Idiomas Católica, Lima, Peru • **Tanja McCandie**, Nanzan University, Nagoya, Japan • **Tammy Martínez Nieves**, Universidad Autónoma de Nuevo León, Monterrey, Mexico • **María Teresa Meléndez Mantilla**, ICPNA Chiclayo, Peru • **Mónica Nomberto**, ICPNA Chiclayo, Peru • **Otilia Ojeda**, Monterrey, Mexico • **Juana Palacios**, Idiomas Católica, Lima, Peru • **Giuseppe Paldino Mayorga**, Jellyfish Learning Center, San Cristobal, Ecuador • **Henry Eduardo Pardo Lamprea**, Universidad Militar Nueva Granada, Colombia • **Dario Paredes**, Centro Colombo Americano, Bogotá, Colombia • **Teresa Noemí Parra Alarcón**, Centro Anglo Americano de Cuernavaca, S.C., Cuernavaca, Mexico • **Carlos Eduardo de la Paz Arroyo**, Centro Anglo Americano de Cuernavaca, S.C.,

Cuernavaca, Mexico • **José Luis Pérez Treviño**, Instituto Obispado, Monterrey, Mexico • **Evelize Maria Plácido Florian**, São Paulo, Brazil • **Armida Rivas**, Monterrey, Mexico • **Luis Rodríguez Amau**, ICPNA Chiclayo, Peru • **Fabio Ossaamn Rok Kaku**, Prize Language School, São Paulo, Brazil • **Ana María Román Villareal**, CUEC, Monterrey, Mexico • **Reynaldo Romano C.**, CBA, La Paz, Bolivia • **Francisco Rondón**, Centro Colombo Americano, Bogotá, Colombia • **Peter Russell**, Waseda University, Tokyo, Japan • **Rubena St. Louis**, Universidad Simón Bolívar, Caracas, Venezuela • **Marisol Salazar**, Centro Colombo Americano, Bogotá, Colombia • **Miguel Sierra**, Idiomas Católica, Lima, Peru • **Greg Strong**, Aoyama Gakuin University, Tokyo, Japan • **Gerald Talandis**, Toyama University, Toyama, Japan • **Stephen Thompson**, Nagoya University of Foreign Studies, Nagoya, Japan • **José Luis Urbina Hurtado**, Instituto Tecnológico de León, Mexico • **René F. Valdivia Pereyra**, CBA, Santa Cruz, Bolivia • **Magno Alejandro Vivar Hurtado**, Salesian Polytechnic University, Ecuador • **Belkis Yanes**, Caracas, Venezuela • **Holger Zamora**, ICPNA Cusco, Peru • **Maria Cristina Zanon Costa**, Metalanguage, São Paulo, Brazil • **Kathia Zegarra**, Idiomas Católica, Lima, Peru.

Dreams and Goals

COMMUNICATION GOALS

- 1 Ask about someone's background
- 2 Discuss career and study plans
- 3 Compare your dreams and goals in life
- 4 Describe job qualifications

A FRAME YOUR IDEAS Complete the first section of an application for employment, using real or invented information.

Application for Employment

PERSONAL INFORMATION

Name

last

middle

date of application

/ /

first

Address

City

State / province

Country

Postal code / zip code

Contact Information

home telephone

cell phone

e-mail

Type of position sought

Available start date

/ /

CURRENT EMPLOYMENT

Are you currently employed?

☐

yes

☒

no

If so, where?

How long have you worked there?

EDUCATION

High School

College or University

Other Education

Name

Major field of study

Did you graduate?

High School			
College or University			
Other Education			

SKILLS AND / OR TRAINING: Please list skills and / or training you have had that may contribute to your ability to perform the position you seek:



PREVIOUS EMPLOYMENT HISTORY

Please attach a list of previous positions and job responsibilities, starting with the most recent. Include the names and addresses of each company.



STATEMENT OF GOALS

Please attach a short statement about your short-term and long-term employment goals.

To apply online, go to getajob@jobco.com

B 1:02 **VOCABULARY JOB APPLICATIONS** Find and circle these words and phrases in the application. Then listen and repeat.

C **ACTIVATE VOCABULARY** Look at how each word or phrase from Exercise B is used in the job application. Then on a separate sheet of paper, write a definition or synonym for each one.

D **PAIR WORK** What are some do's and don'ts for filling out a job application? With a partner, create a list of suggestions to help an applicant complete a job application successfully.

Be neat and spell all words correctly.

employment
contact information
position
start date
training
employment history

E ▶ 1:03 **SPOTLIGHT** Read and listen to a conversation between two friends discussing career plans. Notice the **spotlighted** language.

Anne: Well, I finally sent in the applications.

Now **it's just wait and see**.

Nina: How many schools did you end up applying to?

Anne: Ten. That's just about every single one within a hundred-mile radius!

Nina: Don't you think **that might be a little overkill**? You shouldn't have any trouble getting in, should you?

Anne: Well, the food industry's so trendy right now, and it's gotten pretty competitive. **I didn't want to take any chances**. This has been a lifelong dream of mine.

Nina: So which one's your first choice? I've read the Taste Institute's pretty good.

Anne: Actually, at first I'd been thinking of going there, but now **I've got my heart set on** the Culinary Center. I've heard it's far superior to the TI.

Nina: The Taste Institute? Really? Aren't chef schools all **six of one, half a dozen of the other**?

Anne: I would have thought so, but it turns out they're not.

Nina: How so?



Anne: Well, the CC's training is more demanding. You've really got to work hard. And their certificate's got a lot more prestige. A CC certificate's a ticket to an interview with all the top restaurants.

Nina: And that's not true with the TI?

Anne: Apparently not. I did a lot of reading, and it seems that the TI's pretty **run-of-the-mill**—nothing wrong with it, but nothing particularly outstanding about it either. **All in all**, the CC's a better bet if I can get in.

Nina: Well, **I'll keep my fingers crossed** for you, Anne. Hope all your dreams come true.

Anne: Thanks! I appreciate that.



F UNDERSTAND IDIOMS AND EXPRESSIONS With a partner, paraphrase each of these expressions from Spotlight, saying each one a different way.

1 "... it's just wait and see."

2 "... that might be a little overkill?"

3 "I didn't want to take any chances."

4 "I've got my heart set on ..."

5 "... six of one, half a dozen of the other."

6 "run-of-the-mill"

7 "all in all"

8 "I'll keep my fingers crossed ..."

G THINK AND EXPLAIN Answer the following questions. Explain your answers.

1 Why did Anne apply to so many schools?

2 In your opinion, which of the two reasons Anne gives for preferring the Culinary Center is a better reason? Explain.

3 What does Nina mean when she says, "Hope all your dreams come true"?

SPEAKING Which factors are the most important to you in choosing a job or career?

Rate each of the following on a scale of 1 to 5, with 1 being the most important.

Then compare charts with a partner, explaining your ratings to each other.

The training period for the job is short.	The job has lots of prestige.
There's not too much competition in the field.	The field is trendy right now.
The work is interesting and fun.	The job doesn't require a lot of overtime work.
The pay is good.	The field contributes something important to the world.
The people in this field are interesting.	

GOAL Ask about someone's background**A** ▶ 1:04 **GRAMMAR SPOTLIGHT** Read about two famous people. Notice the **spotlighted** grammar.

Kohei Uchimura



Kohei Uchimura is considered by some to be the greatest gymnast of all time. He **began** gymnastics very early in life. When Uchimura **joined** Japan's national team at the age of eighteen in 2007, he **had already been practicing** gymnastics for fifteen years. And since then, he **has competed** in world-class events year after year and **has won** many prizes and honors. Uchimura trains hard and consistently beats almost all his competition. Although Uchimura **had** already **won** many competitions before the

2012 Olympics, he **had** a close call there and **fell** as he **was dismounting** from the pommel horse. In spite of this, his team **managed** to win the silver medal, so the event **went** into his "win" record anyway. Uchimura has continued to win prize after prize ever since. Uchimura is renowned for the intensity of his concentration during practice. Surprisingly, however, for a world-class athlete, he is known to be pretty relaxed and has a normal life outside of the gym. He's been married since 2012, and he and his wife **had** their first child in 2013.

Singer, songwriter, and actress Lila Downs, whose mother was from Mexico and whose father was from the United States, **grew up** in both countries. She **had learned** to sing as a child and **had performed** with traditional mariachi bands before she **had** any formal training. She **attended** the Institute of Arts in Oaxaca and **studied** classical voice at the University of Minnesota. During the time Downs **was living** in the United States, she **became** more and more interested in the diverse cultural heritage of Mexico. To help support pride in those cultures,

Downs **learned** and **incorporated** a variety of indigenous Mexican languages into her songs. One of Downs's other passions is social justice, and the lyrics of some of her songs focus on the stories of workers who **migrated** from rural Mexico to the U.S. Downs has won many prizes, including a Grammy and a Latin Grammy. She and her husband **had been trying** for many years to have a baby, and in 2010, they **adopted** a son. The family travels together on Downs's international singing tours.



Lila Downs

B DISCUSSION Is it necessary to have formal training to be an elite athlete or a world-class singer? Support your opinion with reasons and examples.**GRAMMAR BOOSTER** p. 128

Describing past actions and events: review

DIGITAL
INDUCTIVE
ACTIVITY**C GRAMMAR** SIMULTANEOUS AND SEQUENTIAL PAST ACTIONS: REVIEW AND EXPANSION**Review: completed past actions: the simple past tense and the past perfect**

The simple past tense describes actions completed in the past, whether or not a specific time is mentioned. Context or time expressions can indicate whether the actions were simultaneous (at the same time) or sequential (one before the other).

When Uchimura **entered** the stadium, the gymnastics event **began**. (= simultaneous completed actions)

Downs **studied** voice in the U.S. **in the years before** she **moved** back to Mexico. (= sequential completed actions)

The simple past tense and the past perfect can be used to describe two sequential completed past actions. However, in informal spoken English it's common to avoid the past perfect and use the simple past tense for both actions, especially when context clarifies the order of occurrence.

Before Uchimura **competed** in the 2012 Olympics, he **had won** several world championships.

Review: simultaneous actions in progress: the past continuous

A statement in the past continuous describes an action that was in progress at a time—or during a period of time—in the past.

Lila Downs **was** already **singing** while I **was looking** for my seat.

Expansion: sequential continuing and completed past actions: the past perfect continuous and the simple past tense

The past perfect continuous can be used to focus on the fact that one past action was already in progress before another one occurred. (It often emphasizes the duration of the action.) Form the past perfect continuous with **had been** and a present participle. Describe the completed action with the simple past tense.

By the time Downs **moved** to the United States with her parents, she **had been performing** with mariachis for several years. How long **had** Uchimura **been training** before he **was asked** to join the Japan National Team?

Remember: The present perfect can also describe completed past actions.

Uchimura has competed in world-class events year after year.

Remember: To describe an action that was completed during an action in progress, use the simple past tense.

Lila met her future husband, Paul, when [or while] she was working in Oaxaca.

D ▶ 1:05 **UNDERSTAND THE GRAMMAR** Listen to the conversations and circle the letter of the correct summary of the events. Listen again if necessary.

1	a They continued filming after he got on the bus.	b The bus arrived after the filming was finished.
2	a Lisa had been thinking of buying the sweater that she left on the table.	b The other girl bought the sweater before Lisa had a chance to try it on.
3	a Diane was texting and driving at the same time.	b Diane had stopped driving before she texted.

E GRAMMAR PRACTICE Complete the statements with the past perfect or past perfect continuous.

- 1 My brother (had already won / had already been winning) the swim meet when the diving competition began.
- 2 The house was completely dark when I got home because the family (had gone / had been going) to bed.
- 3 The audience (had stood / had been standing) in line for hours to buy tickets when they canceled the concert.
- 4 The women's tennis team (had practiced / had been practicing) on a grass court four times before today's event started.
- 5 My friend (had already seen / had already been seeing) Lila Downs in concert, so we decided not to go.

NOW YOU CAN Ask about someone's background

A FRAME YOUR IDEAS Complete the questionnaire about your background.

Where were you born? _____ How long have you been living at your current address? _____

Where had you been living before you moved to your current address? _____

If you are married, when did you get married? _____ Where were you living then? _____

If you have children, what are their names and ages? _____

If you have a career, what is it? _____

How long have you been studying English? _____

If you divided your life into three periods, how would you describe each one?

1. _____
2. _____
3. _____

B DISCUSSION ACTIVATOR Get to know a classmate's background. Use the questionnaire as an interview guide. Use the simple past tense, the past perfect, the past continuous, and the past perfect continuous in your questions and answers to clarify events in the past. Say as much as you can.

OPTIONAL WRITING Write a one-page biography of your partner, using the information from your Discussion Activator. Put the biographies together in a notebook or post them on a class blog. Include pictures of the classmates.



Lisa Lee

Lisa has been living in Templeton Towers since February. Before that, she had been living with her family in Easton. She got married in January...

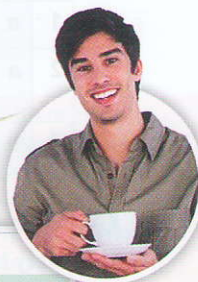
Where were you living when you got married?



DIGITAL STRATEGIES

A ▶ 1:06 **VOCABULARY COLLOCATIONS FOR CAREER AND STUDY PLANS** Read and listen.

Then listen again and repeat.

decide on a course of study or a career*Jonathan decided on a career as a veterinarian because he's interested in medicine and loves animals.***take up** something you're interested in*Lida is so impressed by the latest animated films that she's decided to take up computer graphics.***apply for** a job or a position in a company*Gary is interested in environmental conservation, so he's applied for a job at the Wildlife Center.***apply to** a school or program of study*I hope it's not too late to apply to dental school. I don't want to wait another year.***sign up for** a course or an activity*Nora needs math for engineering school, but she hasn't used it since secondary school, so she's signed up for a refresher course.**I started out in art, but I'm switching to graphic design.***switch to** a new course of study or a career*Magdalena started out in cultural anthropology but soon switched to medicine.***be accepted to / into / by** a school or a program*Only two students from our class were accepted to medical school this year.***be rejected by** a school or a program*Iris couldn't believe she had been rejected by the Wright College of Music, but luckily she was accepted elsewhere.***enroll in** a school or program*Matt has been accepted into flight school, but he won't enroll in the program until next year.***B** ▶ 1:07 **LISTEN TO ACTIVATE VOCABULARY** Listen to the conversations. Then listen again. After each conversation, complete the statement with the Vocabulary. Use each collocation only once.

1 She has engineering school.

4 She has two graduate programs.

2 She has a career in music.

5 He has teaching math.

3 He has meditation.

6 She has a position in a medical lab.

C **VOCABULARY PRACTICE** Complete each person's statement, using the Vocabulary. There may be more than one way to answer correctly.

1 I've just graduate school!



2 I've been an English teacher all my life, but I've decided to teaching French!



3 It may take me years, but my lifelong dream has been to be an architect. I'm going to architecture school this year.



4 I retired a few years ago, but I'm bored, so I've just law school. My kids think I'm crazy.



5 When I finish school I want to be a conductor, so I've the music program at my university.



6 I've just had a baby, but I'm an evening program at the college. I want to study graphic design.



7 I want to ride a motorcycle, but my mom and dad won't even let me lessons!



8 I'm really a nervous person, but I've yoga and it really helps calm me down.

D GRAMMAR COMPLETED AND UNCOMPLETED PAST ACTIONS CLOSELY RELATED TO THE PRESENT

You can use the present perfect for recently completed actions. The adverbs just, recently, and lately often accompany these statements. (Note: Lately is rarely used in affirmative statements.)

She's **just been accepted** into a top-notch business school.

Have you **looked** at the program requirements **lately**? They've **changed**.

The present perfect continuous can describe an action or event that began in the recent past (and continues in the present and is therefore uncompleted). You can use recently and lately.

We've **been filling** out a lot of applications **recently**.

However, the following adverbs are used only with the present perfect, not the present perfect continuous, because they signal a completed action: ever, never, before, already, yet, still (with negative), so far, once, twice, (three) times.

Have you **ever** considered applying to graduate school? I **never** have.

I **still** haven't signed up for lifeguard training.

Be careful!

Use the simple past tense, not the present perfect, to talk about actions completed at a specific time in the past.

She applied for a position at the Science Institute last week.

NOT She ~~has applied~~ for the position at the Science Institute last week.

Remember: Don't use the present perfect continuous with these stative verbs: be, believe, hate, have (for possession), know, like, love, own, seem, understand.

DON'T SAY I've ~~been knowing~~ him for a year.

GRAMMAR BOOSTER p. 128

Stative verbs: non-action and action meanings

E GRAMMAR PRACTICE Circle the correct verb phrase to complete each statement.

- 1 In 2016, I (have enrolled in / enrolled in) the computer graphics program.
- 2 I still (haven't been receiving / haven't received) an acceptance letter.
- 3 No one (saw / has seen) Mike lately.
- 4 We (haven't been signing up / haven't signed up) for the professional development course yet.
- 5 The class (has started / started) at 9:00 sharp.
- 6 Lately, she's (been getting / got) ready to apply for that new position.

F GRAMMAR PRACTICE On a separate sheet of paper, write five questions to ask someone about his or her career or education plans. Use the present perfect, the simple past tense, and appropriate adverbs.**PRONUNCIATION
BOOSTER**

p. 143

Sentence stress and intonation: review

NOW YOU CAN Discuss career and study plans**A** ▶ 1:08 **CONVERSATION SPOTLIGHT** Read and listen. Notice the **spotlighted** conversation strategies.

- A: So, Vanessa, have you decided on a career yet?
- B: **Thanks for asking.** Actually, I've been thinking of taking up social work.
- A: Social work. That's interesting. **Correct me if I'm wrong, but** weren't you a biology major?
- B: Yes, that's right. But **I've given it some thought and** decided science just isn't for me.
- A: So how can I help?
- B: Well, I'd like to enroll in a good graduate program. I was hoping you could **steer me in the right direction.**
- A: **As a matter of fact** we have a great program right here. **I'd be more than happy to** write you a recommendation.
- B: That's super! **I really appreciate it.**

B ▶ 1:09 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.**C CONVERSATION ACTIVATOR** Create a similar conversation, using the questions you wrote in Exercise F. Start like this: *So, have you decided on ...* Be sure to change roles and then partners.**DON'T STOP!**

- Discuss your background and interests.
- Say as much as you can.

DIGITAL
STRATEGIES

A

▶ 1:10

LISTENING WARM-UP VOCABULARY DESCRIBING DREAMS AND GOALS

Read and listen to what

the people are saying. Then listen again and repeat the verb phrases and adjectives.

I'm fulfilling my lifelong dream to be an archaeologist. I'm in a graduate program and expect to get my degree in three years.

I know the goal I've set is ambitious, but I don't think it's unrealistic.

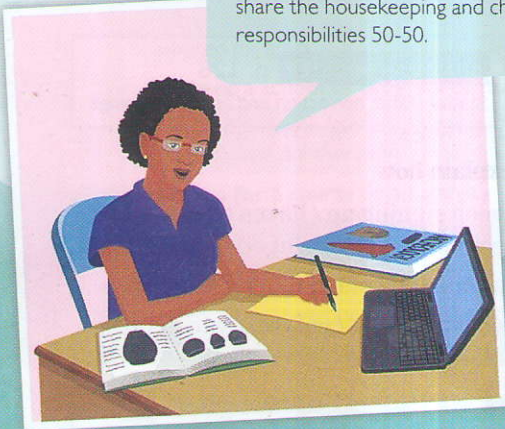
My husband will be working from home for the next three years so we can share the housekeeping and childcare responsibilities 50-50.

Verb phrases

fulfill a dream
set a goal
work towards / pursue a goal
put [something] off
share responsibilities

Adjectives

ambitious	modest
achievable	unachievable
realistic	unrealistic



My wife put off her studies and worked to support us while I was studying. Now it's my turn to support her as she pursues her goal.

If we have a common goal and work towards it, anything's achievable. Hey, the sky's the limit for us!



B

ACTIVATE THE VOCABULARY Complete each statement, using a word or phrase from the Vocabulary.

- 1 One way a husband and wife can is by each one doing half of the household chores.
- 2 Sometimes a goal requires too much work and it becomes
- 3 When you finally achieve what you've wanted all your life, you have
- 4 is an adjective that means almost the same thing as "challenging."
- 5 Sometimes people working towards their own goals for a while in order to help a spouse pursue his or her own goals for now.
- 6 The first step in achieving something is to

DIGITAL
STRATEGIES

C

▶ 1:11

LISTEN FOR MAIN IDEAS Listen. Complete each statement, choosing the correct word or phrase.

- 1 Dan stays home because he (lost his job / wants to stay home).
- 2 Sarah is the primary (breadwinner / caregiver) in the family.
- 3 Sarah's lifelong dream was to be (a stay-at-home mom / a surgeon).
- 4 The number of (mothers / fathers) who choose to stay home to take care of the children is increasing.
- 5 Dan and Sarah have decided to lead a (traditional / nontraditional) lifestyle.

D

▶ 1:12

LISTEN TO CONFIRM CONTENT Write a checkmark next to the topics that were discussed. Write an X next to the topics that weren't. Listen again to check your answers.

- ☐ the definition of a stay-at-home dad
- ☐ the number of stay-at-home dads in the U.S.
- ☐ the kind of work Dan did before the children were born
- ☐ the ages of Dan and Sarah's children
- ☐ the sexes of Dan and Sarah's children
- ☐ the number of years it took for Sarah to complete her degree

E LISTEN FOR SUPPORTING DETAILS On a separate sheet of paper, answer each question. Explain your answers with details from what Dan said. Listen again if necessary.

- 1 Is Dan happy with his lifestyle choice? How do you know?
- 2 Why does Dan think comments about his life choices are sexist?
- 3 What's Dan's opinion of women who become the primary breadwinner of the family?
- 4 Why does Dan think it's good for his children to observe the roles he and Sarah have taken?
- 5 Why would the person who sent the tweet be against his son's deciding to be a stay-at-home dad?
- 6 How do you know Dan doesn't like the terms *housewife* and *househusband*?
- 7 What's Dan's hope for the next generation?

“He's happy because he's doing what he always wanted to do.”

F DISCUSSION Discuss the following questions. Express and support your opinions.

- 1 Should any careers or parental / household roles be limited to people of one sex or the other? Be specific and support your opinion with reasons.
- 2 Why do people have a double standard for men and women? Is there any good reason to have one?
- 3 Will Dan and Sarah's children benefit or be harmed by their parents' reversal of roles. In what ways?
- 4 Are men or women naturally more ambitious in their careers? If you think they are, why do you think that is?
- 5 Do you think Dan and Sarah fulfilled their dreams and goals? If so, explain how.

NOW YOU CAN Compare your dreams and goals in life

A FRAME YOUR IDEAS Complete the chart with your own dreams and goals. If you need more space, continue on a separate sheet of paper.

Goals I've set	What I have done to achieve them
to get married and have three children	I've signed up for an online dating site.
for my family	
for my career	
other	

RECYCLE THIS LANGUAGE

- decide on
- take up
- apply for / to
- sign up for
- switch to
- be accepted to / into / by
- be rejected by
- a breadwinner
- a caregiver
- sexist
- traditional
- have a double standard

DIGITAL
SPEAKING
BOOSTER

B DISCUSSION Share and compare goals with your partner. Use the Vocabulary from page 8.



A READING WARM-UP How qualified are you for the job you want—now or in the future? Explain.

DIGITAL STRATEGIES

B 1:13 **READING** Read the article about good and bad interview behavior. In your opinion, which suggestion is the most important?



JOB BUILDER



Home

About

Advice & tips

Build a career

Search



The Successful Job Interview

Charlotte Watson

OK. So you've sent in an application and a résumé for that dream job you saw advertised. The employer thinks you might be a good candidate, and you've landed an interview. You already know it's important to dress right, offer a firm handshake, and maintain eye contact, but do you know that other aspects of your behavior can make the difference between getting that job or not?

Being late to a job interview is almost always a disqualifier. Most candidates are on their best behavior for their interview, so being late is a major red flag for employers. Since punctuality is expected in any kind of work setting, arriving late makes your future employer think you'll be late for work if you get the job. If you are late for your interview, it's important to provide an airtight detailed excuse, explaining why your lateness was unavoidable. Apologize and reassure the interviewer that this isn't habitual behavior on your part.

Another thing that can get an interviewee off on the wrong foot is being overly informal or too familiar.

Even though the person who interviews you might be friendly or dressed informally, don't take this as permission to be inappropriately casual. If an interviewer wants to be addressed by his or her first name, he or she will invite you to do that. If not, be sure to stick with last names and titles.

Remember that employers want to know that you are interested in the job and will be a motivated employee. A candidate who hasn't taken the time to learn something about the company or the position being offered appears unmotivated and willing to take anything that comes along. Even if you are sure you already know everything you need to know about the job or the company, prepare two or three relevant questions for the interviewer of the position. And listen with obvious interest to the answers, following up with thoughtful questions that demonstrate that you have been listening.

So before your next job interview, check out the list of do's and don'ts and follow the suggestions. They'll take you a long way towards getting that dream job!

Good morning, Ms. Bates. Please have a seat and make yourself comfortable.

Oh, thanks. I'm sorry for being late. I had written down eleven o'clock!



By the way, you don't mind if I call you Ian, do you?

Uh... no. That's OK.



Top Ten Do's and Don'ts for Your Job Interview

Do

Arrive on time.
Stay on topic when answering questions.
Ask questions.
Listen.
Be modest, yet positive about yourself.

Don't

Be too familiar.
Talk too much.
Seem desperate to get the job.
Criticize your current employer.
Brag about yourself.



C CONFIRM INFORMATION Write a checkmark for the ideas that Charlotte Watson expressed in the article. Then, for the statements that don't reflect what she said, work with a partner to clarify what she did say.

- ☐ 1 Employers expect employees to be punctual on the job.
- ☐ 2 You shouldn't ask the employer questions during a job interview because it might indicate that you don't know anything about the company.
- ☐ 3 It's important for job candidates to express interest in the company offering the job.
- ☐ 4 Employers should dress informally when they interview job candidates.
- ☐ 5 It's better not to explain why you are late for an interview.

- D APPLY IDEAS** Read more things Ms. Bates said in her interview. With a partner, explain whether she followed Watson's suggestions.

1 "I'd say I'm kind of a people person and a pretty good listener. My colleagues often come to me when they need advice and support."

4 "I make even better presentations than my boss. You would be lucky to have me in this job."

5 "What is the biggest challenge the company sees itself facing in the next year?"

2 "Correct me if I'm wrong, Ian—you're married, right?"

6 "Let me tell you what my teacher did when I was still a child. My mother was visiting and the teacher showed her my artwork, which she said was the best in the class. And since this job entails creating presentations at meetings, I thought that information would indicate that this has been a lifelong interest of mine and something that I have developed a lot of skills in."

3 "I really can't stand my supervisor. He's not fair. If I don't get this job, I'll be very depressed!"

- E DISCUSSION** Explain the reason for each of the do's and don'ts on the list in the article.

"If you criticize your current employer, the interviewer could think you're not a loyal employee and might say bad things about his or her company too."

DIGITAL
EXTRA
CHALLENGE

DIGITAL
STRATEGIES

- F** 1:14 **WORD STUDY COLLOCATIONS WITH HAVE AND GET FOR QUALIFICATIONS**

Read and listen to the collocations, paying attention to have, get, and the prepositions. Repeat.

have experience	get experience in
have experience with	get training in
have experience in	get a degree / certificate in
have training in	get certified in

- G PERSONALIZE THE VOCABULARY** On a separate sheet of paper, write statements about your qualifications, using at least four of the collocations.

I've had some training in IT
and gotten some experience in
managing technical staff ...

NOW YOU CAN Describe job qualifications

- A FRAME YOUR IDEAS** Read the job ad and Ben Breedon's résumé. With a partner, make notes describing his qualifications for this job. Use the collocations from Word Study.

Wilton Hotel, Miami FLORIDA, USA

Seeks Assistant Manager to work at front desk and in office. Must possess good people skills and knowledge of the hotel industry. The Wilton Hotel has many guests and workers from Latin America so ability to speak Spanish and Portuguese fluently a must.

- B ROLE PLAY** In pairs, role-play a job interview between Ben Breedon and the hiring manager of the Wilton Hotel. Follow Charlotte Watson's suggestions.

OPTIONAL WRITING Write your own one-page résumé. Include your employment history, education and / or training. Use Breedon's résumé as a model, or select a template from an online résumé-building website.

Ben Breedon

102 Shanley Avenue
Newtown, FL 32793

+1 555 776 9833
ben.breedon@blue.net

Objective

To use my background and experience in a managerial position in the hotel industry

Experience

July 2016 to the present
Corporate sales associate, Holiday House Hotel, Newtown, FL
August 2015 to June 2016
Event planning assistant, Holiday House Hotel, Newtown, FL
September 2013 to June 2015
Part-time salesclerk, Pennyworth's Department Store, Newtown, FL

Education

Comstock School of Hotel Management, Comstock, GA
Certificate in Hotel Management (June 2015)
University of Central Florida, Hyperion, FL
B.S. in Communication with major in Spanish and Portuguese (June 2014)

A WRITING SKILL Study the rules.

The purpose of a cover letter is to acquaint an employer with you and to express interest in a position. If a job ad provides instructions about what to include in your cover letter, be sure to follow the directions carefully. If you don't, you may not receive a response. The letter can be sent in traditional paper form by mail, or as an e-mail.

Traditional paper form

Follow the style used for other formal letters. Use good quality paper and be neat. Proofread your letter carefully to be sure there are no spelling mistakes or typographical errors. Try to limit the letter to one page. Include your résumé on a separate sheet of paper in the same envelope.

E-mail form

Use formal e-mail style, addressing the recipient with his or her title and last name followed by a colon. Make paragraphs easy to read by separating them with a blank line space. Do not attach your cover letter to your e-mail. Make the e-mail the actual cover letter so the recipient can see the information upon opening the e-mail. Attach your résumé to your e-mail.

Here are some suggestions:

- Tell the employer why you are writing (in response to an ad, as a general expression of interest in working at that company or institution, etc.).
- Say why you think you would be a good candidate for the (or a) position; i.e., briefly state your qualifications.
- Tell the employer how to contact you for follow-up or to schedule an interview.
- Do not include too much information about your life.

WRITING MODEL

your address — Celina Ingram
95 River Road
Newtown, FL 32791
+1 555 887 7930
celina.ingram@blue.net

date — October 2, 2018

recipient's address — Mr. Ian Howe
Human Resources
Clermont Greeting Cards
7200 Bay Blvd
Seattle, WA 32555

salutation — Dear Mr. Howe,

I am writing in response to your advertisement on giantjob.com for the executive administrative assistant position at the Clermont Card Company in Seattle.

I have often bought Clermont greeting cards because of their positive messages and nice graphics, which is why I would be proud to work there. In addition, I believe I would be a good candidate because of my successful experience as an administrative assistant at Pinkerton Greeting Cards.

I have attached my résumé and the names and contact information of two managers here at Pinkerton who have offered to provide a recommendation.

If you agree that my experience and other qualifications make me a good candidate, please contact me at the address or e-mail address above. As I will be moving to Seattle in two weeks, please contact me at my e-mail address after October 15.

I look forward to hearing from you.

complimentary close — Cordially,

signature — Celina Ingram

typewritten name — Celina Ingram

attachment — indicates another document included in the same envelope

B PRACTICE Read the e-mail cover letter. On a separate sheet of paper, rewrite it, correcting errors in style and formality.

Subject: _____

Hi, Bill—Just wanted u 2 know Im intersted in that great advertising copy writer job I saw listed in the want ads ☺. I think I'm the rite person 4 u. Here's why: I am 26 years old and graduated from Meecham College with a major in english. I have been working at Poco Cola in the advertising department for five years I am ready to move to a new company. My résumé is attached so you can see my qualifications. If you are interested in discussing the job, please e-mail me at the address above to set up an interview. -Jon

SELF-CHECK

- ☐ Does my letter have any spelling, punctuation, or typographical errors?
- ☐ Did I use formal letter writing conventions?
- ☐ Did I tell the employer the purpose of my letter?
- ☐ Did I say why I think I would be a good candidate?
- ☐ Did I tell the employer how to contact me for follow-up?

C APPLY THE WRITING SKILL On a separate sheet of paper, write a formal cover letter to an employer, expressing interest in a job. Create a job title that interests you and use the name of a real or a fictitious employer. Use real or invented information.

- A** ▶ 1:15 Listen to the conversations. Then read the questions in the chart and listen again. Complete the chart after each conversation.

What is his or her dream in life?		Is he or she confident about achieving his or her goal?	
1		<input type="checkbox"/> yes	<input type="checkbox"/> no
2		<input type="checkbox"/> yes	<input type="checkbox"/> no
3		<input type="checkbox"/> yes	<input type="checkbox"/> no
4		<input type="checkbox"/> yes	<input type="checkbox"/> no

- B** Complete the statements with the correct prepositions.

- 1 She has always wanted to take the piano and has enrolled a program that teaches the basics of music to adults.
- 2 Anyone applying a job in the newspaper business should have training journalism.
- 3 He has decided a career as a chef and has been accepted a top-notch cooking school in Peru.
- 4 Her experience the diplomatic service and her degree international relations make her an excellent candidate for a position at the U.N.
- 5 After being rejected two accounting firms for a summer internship, he decided to switch a different major at his university.
- 6 Before she applied law school, she signed up speed reading.

- C** Match each word or phrase with its definition. Then, on a separate sheet of paper, use each one in a statement about your own plans and goals.

- | | |
|--------------------------------|--|
| 1 achievable | a capable of being reached |
| 2 ambitious | b decide what one wants to do and work towards it |
| 3 work towards a goal | c divide necessary work between two or more people so neither one has to do it all |
| 4 put off | d postpone |
| 5 unrealistic | e requiring a lot of work |
| 6 share responsibilities | f unreasonably hard and thus unlikely to be achieved |

- D** Complete each information question, using the past perfect continuous.

- 1 (how long / you / work on) that project before you changed jobs?
- 2 (where / they / study) before they moved to Europe?
- 3 (which program / she / apply for) when she decided to change majors?
- 4 (what professor / you / study with) when they closed the university?
- 5 (how long / they / look) at résumés before they saw yours?

Character and Responsibility

COMMUNICATION GOALS

- 1 Describe the consequences of lying
- 2 Express regret and take responsibility
- 3 Explore where values come from
- 4 Discuss how best to help others

PREVIEW

A FRAME YOUR IDEAS Look at the pictures. Then answer the questions in the survey. Check what you would do in each situation.

Taking responsibility... or avoiding it

IS IT HARD FOR YOU TO ACCEPT RESPONSIBILITY?

What would you do if you ...	A	B	C	Other
<input type="checkbox"/> made a serious mistake at work or school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> forgot to finish an assignment at work or school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> broke or lost something you had borrowed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> were late for an appointment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> were stopped for exceeding the speed limit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> damaged someone's car while parking, but no one saw you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> hadn't kept a promise you made to a friend or relative?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> forgot a friend's birthday?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> were caught telling a lie?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



B 1:16 **VOCABULARY** **TAKING OR AVOIDING RESPONSIBILITY**
Listen and repeat.

- admit making a mistake
- make up an excuse
- shift the blame
- keep a promise
- tell a lie / tell the truth

C **PAIR WORK** Compare and explain your responses to the survey.

D **DISCUSSION** Are there ever good reasons *not* to be truthful? Is it ever a better idea to make up an excuse or shift the blame to someone else? Explain your answers and give examples.

Understand a variety accents.
Jason = American English (regional)
Dad = American English (regional)

E ▶ 1:17 **SPOTLIGHT** Read and listen to a conversation between a father and his teenage son. Notice the **spotlighted** language.

Jason: Dad ... I think I messed up big time today.

Dad: What happened?

Jason: Well, you know how teachers always like to put up students' artwork on the walls? So Joey and I noticed this really weird drawing of a horse.

Dad: So what? You didn't like it. That's not a crime.

Jason: True. But that's not all.

Dad: Uh-oh.

Jason: See, Mr. Rogg had to step out for a bit. And Joey—you know how he's always fooling around—he starts **making fun of** the drawing, acting like he's the horse.

Dad: And I suppose the class loved that?

Jason: Totally. Everyone was cracking up. Anyway, **I couldn't help myself**.

I started joking around, too, and I guess we just kind of **got carried away**.

Dad: Don't tell me the kid who drew it was in that class!

Jason: No one realized it until she got up and ran out.

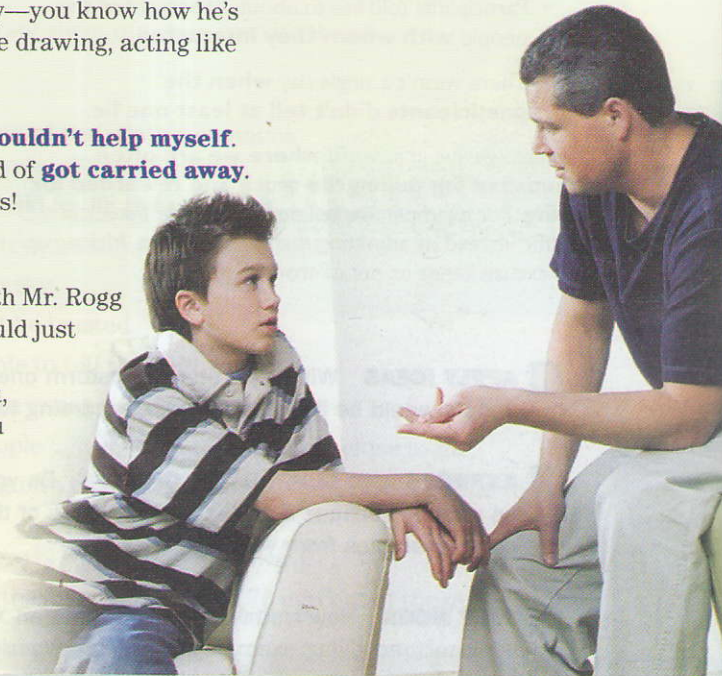
Dad: Wow. Her feelings must have really been hurt.

Jason: **That's not the worst of it**. She came back with Mr. Rogg and she was crying, which made me feel awful. I could just kick myself! I wish I'd told Joey to **cut it out**.

Dad: Well, it's never too late to apologize. If I were you, I'd **own up to** what you did and tell her how bad you feel. Take responsibility for **letting things get out of hand**. Maybe later you could **make it up to her** by buying her lunch.

Jason: You're probably right.

Dad: And it wouldn't hurt to talk to Mr. Rogg afterward ... just so he knows you did the right thing.



F **UNDERSTANDING IDIOMS AND EXPRESSIONS 1** Find two **spotlighted** expressions that mean someone allowed his or her behavior to go too far.

G **UNDERSTANDING IDIOMS AND EXPRESSIONS 2** Complete the statements.

- | | |
|--|--|
| 1 "Making fun of something" means | a admit you did it and take responsibility for it. |
| 2 "Couldn't help myself" means | b "Stop doing that!" |
| 3 "That's not the worst of it" means | c do something nice for someone you have wronged. |
| 4 "Cut it out" means | d joking about it in order to criticize it. |
| 5 "Own up to something" means | e wasn't able to stop doing [something]. |
| 6 "Make it up to someone" means | f there's even more negative information. |

H **DISCUSSION** Discuss the questions.

- Whose responsibility was it to prevent what happened in the art class—Joey's, Jason's, Mr. Rogg's, or the girl's? Explain.
- In what way could Joey, Jason, Mr. Rogg, or the girl have handled the situation differently?

SPAKING **PAIR WORK** Tell a partner about a situation in which someone's feelings were accidentally hurt. How was the situation resolved? Use the Vocabulary from page 14 and expressions from Spotlight.

A ▶ 1:18 **GRAMMAR SPOTLIGHT** Read the article. Notice the **spotlighted** grammar.

Telling the Truth? It's Not So Easy!

The honest truth? We *all* tell lies. In a psychological study, 147 participants were asked to keep a diary of the lies they told over the course of a week. Researchers found that:

- Participants told lies to about 30 percent of the people **with whom they interacted**.
- There wasn't a single day **when the participants didn't tell at least one lie**.

In fact, we live in a world **where we are often punished for telling the truth and rewarded for lying**. For example, we tell our boss we got stuck in traffic instead of admitting that we overslept. Making up an excuse keeps us out of trouble.

Here's another common situation **in which we often tell lies**: we pretend to like something to avoid hurting others. For example, we say we love a friend's gift when in fact we don't like it.

I REALLY LIKE YOUR NEW HAIRCUT.



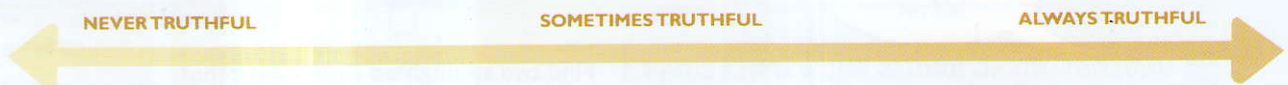
Some researchers argue that lying may in fact be good for us socially because it protects the feelings of the people **with whom we interact**. Interestingly, they note that the people **whose professions require the most social contacts**—for example, store clerks, salespeople, politicians, and journalists—tell the most lies.

The truth is, everyone tells “white lies” to avoid hurting others. Sometime **when you're ready**, try keeping a diary for a week and see how long you can go without telling a single lie!

B APPLY IDEAS With a partner, brainstorm one or more additional situations in which people would be likely to tell a lie, according to the article. Explain why.

C EXPRESS AND SUPPORT AN OPINION Do you agree that “lying may in fact be good for us socially because it protects the feelings of the people with whom we interact”? Explain, using examples from your life if possible.

D PAIR WORK How truthful are you? Write an X on the continuum. Explain your choice to your partner, giving examples from your experience.



E RELATE TO PERSONAL EXPERIENCE Discuss and then make a list of times in your life when you ...

- made an excuse to avoid getting in trouble.
- told a lie to avoid hurting someone else's feelings.
- were punished or got in trouble after telling the truth.
- were rewarded for telling a lie.

GRAMMAR BOOSTER p. 129

- Adjective clauses: overview
- Adjective clauses with quantifiers

DIGITAL
INDUCTIVE
ACTIVITY

F GRAMMAR ADJECTIVE CLAUSES: REVIEW AND EXPANSION

Remember: An adjective clause gives more information about a noun. The relative pronouns **who**, **whom**, and **that** introduce adjective clauses about people. The relative pronouns **that** and **which** introduce adjective clauses about things.

The participants **who kept a diary** recorded **that** they told lies every day. (who = the participants)

White lies are some of the most common lies **that people tell**. (that = the most common lies)

Use **when**, **where**, and **whose** to introduce adjective clauses about time, location, and possession.

Time: There has never been a time **when** some form of lying wasn't a part of everyday life.

Location: There's no place in the world **where** people are completely honest all the time.

Possession: People **whose** jobs require frequent social contact have the most opportunity to lie.

In formal English, when a relative pronoun is the object of a preposition, the preposition appears at the beginning of the clause. In informal English, the preposition usually appears at the end.

The participants lied to many of the people **with whom** they interacted. (formal)

The participants lied to many of the people **who** they interacted **with**. (informal)

It's a question **to which** most people don't give a truthful answer. (formal)

It's a question **which** most people don't give a truthful answer **to**. (informal)

Be careful!

Use **whom**, not **who**, directly after a preposition.

... **with whom** they interacted.

NOT ~~with who~~ they interacted.

Use **which**, not **that**, directly after a preposition.

... **to which** most people don't give a truthful answer.

NOT ~~to that~~ most people don't give a truthful answer.

DIGITAL
MORE
EXERCISES

G UNDERSTAND THE GRAMMAR With a partner, study the adjective clauses in Grammar Spotlight on page 16 and answer the questions.

- 1 Which adjective clause is about possession? Which is about location? Which are about time?
- 2 Which three are objects of a preposition? On a separate sheet of paper, rewrite those sentences in informal English.

H GRAMMAR PRACTICE Complete the sentences with one of the relative pronouns from the box. (Do not add any prepositions.)

who	whom
which	whose
where	when

- 1 The workplace is the place people tend to tell the most lies.
- 2 People lies are discovered lose the trust of their friends and colleagues.
- 3 The people with I work are trustworthy.
- 4 People break their promises cannot be trusted.
- 5 There are situations in it's impossible to tell the truth.
- 6 There are moments being honest can cause you problems.
- 7 The people to I never lie are the people are really close to me.
- 8 There are times I lie to avoid getting into trouble and times I lie to avoid hurting others.
- 9 Telling the truth is an action for there is sometimes no reward.
- 10 The people lies were recorded said they would tell about 75 percent of those lies again.

NOW YOU CAN Describe the consequences of lying

A NOTEADDING With a partner, write examples for each category.

Situations in which we shouldn't tell lies	Situations in which telling a lie is the best solution

B ACTIVATE THE GRAMMAR On a separate sheet of paper, describe the consequences of lying in the situations on your notepad. Use adjective clauses.

Lying to someone who is a good friend is wrong.

You could destroy the friendship that way.

DIGITAL
VIDEO

C DISCUSSION ACTIVATOR Discuss the consequences of lying. Explain further by providing examples. Say as much as you can.



GOAL Express regret and take responsibility

A ▶ 1:19 **LISTEN TO INFER INFORMATION** Listen to the conversations. Then listen again and choose the expression that best describes each person's behavior.

- | | |
|--|-------------------------------------|
| 1 She the damage.
a took responsibility for | b avoided taking responsibility for |
| 2 He the damage.
a took responsibility for | b avoided taking responsibility for |
| 3 He
a admitted making a mistake | b shifted the blame to someone else |
| 4 She
a admitted making a mistake | b made up an excuse |
| 5 She for being late.
a took responsibility | b made up an excuse |
| 6 She for losing the scarf.
a took responsibility | b made up an excuse |



B ▶ 1:20 **LISTEN TO SUPPORT AN OPINION** Listen again. After each conversation, discuss whether you think each person did the right thing. What would you have done in each situation? Explain why.

“She definitely did the right thing. She took responsibility and offered to pay for the repair. I would have done the same thing. However, if I were the man, I'm not sure I would have accepted her offer.”

DIGITAL
INDUCTIVE
ACTIVITY**C GRAMMAR “COMMENT” CLAUSES**

An adjective clause beginning with which can be used to modify—or comment on—an independent clause.

He broke his sister's camera, **which made him feel terrible.**

She blamed Paul for causing the accident, **which was totally unfair.**

I had avoided taking responsibility, **which was embarrassing**, so I just made up an excuse.

Comment clauses are non-restrictive—that is, they provide additional information that is not essential to the meaning of the sentence. Use a comma before a comment clause and after it if something else follows.

Be careful!

You cannot use that in place of which in a comment clause:

She always borrows Bob's tablet, **which** really bugs him.

NOT She always borrows Bob's tablet, **that** really bugs him.

GRAMMAR BOOSTER p. 130

Reduced adjective clauses

DIGITAL
MORE
EXERCISES**D GRAMMAR PRACTICE** Write sentences that include comment clauses with which.

Example: Mark is going to replace my camera. (It's really thoughtful of him.)

...Mark is going to replace my camera, which is really thoughtful of him....

- Lena insists on paying for the tickets I gave her. (It's just unnecessary.)
.....
- Mona never returned the book I lent her. (It really bothers me.)
.....
- Apparently, replacing Nancy's ring would cost an arm and a leg. (It's just ridiculous.)
.....
- I offered to pay for dinner. (It was the right thing to do, in my opinion.)
.....
- Gerry crossed the street in the middle of the block. (It's against the law and dangerous.)
.....
.....

PRONUNCIATION
BOOSTER

p. 144

Emphatic stress and pitch to express emotion

NOW YOU CAN Express regret and take responsibility

A ▶ 1:21 **CONVERSATION SPOTLIGHT** Read and listen. Notice the **spotlighted** conversation strategies.

- A: Tim, you know that tablet you lent me? Well, **I'm really sorry, but** I have some bad news. I broke it.
- B: Oh, no. How did that happen?
- A: Well, I tripped and dropped it, which was completely my fault. I feel awful about it.
- B: Are you sure it can't be fixed?
- A: Pretty sure. I took it to the store, and they said it wouldn't be worth it. I'm going to get you a new one, **if that's OK.**
- B: **That's really not necessary.** I was just about to get a new one anyway.
- A: No, I insist. It's no problem. And **please accept my apology.**

▶ 1:23 Ways to express regret
I feel awful (about it).
I feel (just) terrible.
 I'm so sorry.



B ▶ 1:22 **RHYTHM AND INTONATION** Listen again and repeat. Then practice the conversation with a partner.

C **NOTEPADDING** Choose two situations from the survey on page 14 that have actually happened in your life. Make notes about what happened and what you said and did. Use "comment" clauses when possible.

Situation 1: *I forgot a friend's birthday, which was embarrassing.*

Situation 1:	Situation 2:
What I said:	What I said:
What I did:	What I did:

DIGITAL VIDEO

DIGITAL SPEAKING BOOSTER

D **CONVERSATION ACTIVATOR** Create a conversation similar to the one in Exercise A. Start like this: *I'm afraid I have some bad news ...* Be sure to change roles and then partners.

E **DISCUSSION** Choose one of the situations you wrote about on your notepad. Tell your classmates about what happened and details about what you said and did. Then say whether or not you're satisfied with the outcome and why.

RECYCLE THIS LANGUAGE

- messed up big time
- got carried away
- let things get out of hand
- admit making a mistake
- make up an excuse
- tell the truth
- tell a lie
- shift the blame to someone else
- take responsibility
- avoid taking responsibility
- So what?
- That's not the worst of it.

DON'T STOP!

- Continue to negotiate how you'll make up for what happened.
- Say as much as you can.

A READING WARM-UP Where do you think people learn the difference between right and wrong? What are the most important lessons children need to learn?

DIGITAL STRATEGIES **B** 1:24 **READING** Read the article. Which influences do you think are the most important?

THE DEVELOPMENT OF VALUES

We all live by a set of principles or beliefs that guide our actions and help us distinguish between what is morally acceptable or unacceptable. But where do our values come from? In fact, they develop throughout our lives and originate from a variety of sources. Here are some key influences:

PARENTS From earliest childhood, most of us learn a sense of right and wrong from our parents. When they tell us children's stories, we learn simple morals—life lessons about the consequences of good and bad behavior. Our parents correct us when we make mistakes. More importantly, we learn from our parents' actions. Children see everything. They observe how their parents relate to each other and handle social situations, and they always notice whether their parents are truthful or not.

PEERS From childhood through adulthood, our everyday conversations with our friends, classmates, colleagues, neighbors, and acquaintances play a role in developing our moral outlook. We are strongly affected by the views of our peers. We naturally "categorize" the people we know or who we hear about on the news—for instance, who is unfriendly, who is generous, which politicians or celebrities are honest.

RELIGION AND CULTURE Many people attribute their moral principles to their religious upbringing. Religion can provide a clear set of guidelines to live by that make it easier to distinguish between right and wrong. All the world's religions offer values that can move us away from being self-centered toward helping others. The dominant values of the group, community, or culture we grow up in are also a powerful influence on our own worldview. For example, more importance may be placed on conforming to society than on the individual, which affects the choices we make in life.

INSTITUTIONS We also pick up values from the code of ethics promoted by our school, profession, or company. Some schools take a public stand against students' bullying their classmates, which sets a clear principle for how students should behave. A corporation might establish a mission statement for all its employees to follow. In such cases, the company expects employees to make its values part of their personal values.

LIFE EVENTS Significant life events, such as the death of a loved one, a divorce, an accident, or an illness, can shape our sense of ethics. Perhaps a loved one falls gravely ill. Having to take care of a sick relative teaches us about setting priorities and the value of selflessness. A sudden financial loss may force us to re-examine and rethink what is important to us. We might be the victim of a major accident or a natural disaster. Surviving such an event teaches us about the miracle and fragility of life and helps us see—and appreciate—each day differently from the way we did before the event.

Sometimes we face an ethical dilemma in which we have to choose between two opposing values. For example, a close friend may ask us to tell a lie in order to avoid his or her getting in trouble, which presents us with a conflict. While we believe it's important to protect the ones we love, our values also may place great importance on remaining truthful. It's the combined lessons we have learned throughout our lives that help us make the right (or wrong) choices.



C RELATE TO PERSONAL EXPERIENCE Complete the chart. Identify one or more values you learned from each of the influences mentioned in the Reading.

Your parents

They taught me to work hard.

Your parents	Your school, profession, or company
Your peers	Your life events
Your religion or culture	Other

D CLASSIFY VOCABULARY USING CONTEXT Cross out the one word that doesn't belong with the other three in each group of words. Explain your answers, based on how the words are used in the article.

- | | | | |
|---------------|---------------|-------------|---------------|
| 1 values | events | beliefs | guidelines |
| 2 peers | acquaintances | celebrities | colleagues |
| 3 a situation | a divorce | an accident | a life event |
| 4 ethics | priorities | morals | principles |
| 5 moral | ethical | right | self-centered |

E CRITICAL THINKING Read each quote from the article and discuss the questions.

1 "[Children] observe how their parents relate to each other and handle social situations, and they always notice whether their parents are truthful or not."

How do you think children develop values from their observations?

2 "A sudden financial loss may force us to re-examine and rethink what is important to us."

In what ways could a financial loss affect our values?

3 "Sometimes we face an ethical dilemma in which we have to choose between two opposing values."

In addition to the one mentioned in the article, what are some other examples of ethical dilemmas?

DIGITAL
EXTRA
CHALLENGE

NOW YOU CAN Explore where values come from

A FRAME YOUR IDEAS Where do you think your values mostly come from?

Rank the following influences in the order of importance in your life, from 1 to 10, with 1 being the most important. Include an "other" if necessary.

my mother	my colleagues or classmates	my culture
my father	my teachers	a life event
other relatives	my school or job	other:
my friends	my religion	

B PAIR WORK Take turns explaining the most important influences on the development of your own values. Provide specific examples. Refer to the chart you completed in Exercise C on page 20. Ask your partner questions.

“The religious teaching I got as a child was, I think, the strongest influence on me. Those are the guidelines that help me remember the difference between right and wrong.”

“When I was just a kid, my dad got very sick and he couldn't work. We all had to help take care of my dad. My mom and my oldest sister both worked, so it was a lot harder for both of them. It made me realize how important family is.”



GOAL Discuss how best to help othersDIGITAL
STRATEGIES**A** 1:25 **VOCABULARY PHILANTHROPIC WORK** Read and listen. Then listen again and repeat.

do•nor /ˈdoʊnər/ *n.* a person or organization that gives money for a specific cause or charity **ALSO do•na•tion** *n.* A number of donors have chosen to make their contributions privately. They prefer not to have their names associated with their donations.

phi•lan•thro•pist /fɪˈlænθrəpɪst/ *n.* a wealthy person who donates a significant amount of his or her money, time, and / or reputation to charitable causes **ALSO phi•lan•thro•py** *n.*, **phi•lan•thro•pic** *adj.* A number of celebrities have gotten deeply involved in philanthropy. As philanthropists, they have become almost as famous for their philanthropic work as for their work as actors, singers, and athletes.

hu•man•i•tar•i•an /hyuˌmænəˈteriən/ *n.* a person who is dedicated to improving people's living conditions and treatment by others **ALSO hu•man•i•tar•i•an** *adj.*, **hu•man•i•tar•i•an•ism** *n.* Many celebrities choose to make humanitarianism an important part of their lives. In some cases, they discover that humanitarian work takes up even more of their time—that being a humanitarian can be a full-time job.

ac•tiv•ist /ˈæktəvɪst/ *n.* a person who works hard for social or political change, often as a member of a social or political organization **ALSO ac•tiv•ism** *n.* His activism has often gotten him into trouble. As a political activist, he comes into conflict with those who do not share his views.

B ACTIVATE THE VOCABULARY Read the biographies. Use the Vocabulary to write a sentence about each person and his or her work.

Graça Machel

Graça Machel, the widow of two presidents of two countries—Mozambique and South Africa—is known for her work protecting the rights of child refugees. She currently works to improve children's health.

**Li Ka-shing**

Hong Kong businessman Li Ka-shing is considered to be the wealthiest man in Asia. A number of universities have benefited from the numerous multi-million dollar contributions from his Li Ka-shing Foundation.

**Helen Caldicott**

In an effort to protect the environment for the future, Australian physician Helen Caldicott has worked for decades to oppose the use and spread of nuclear weapons and the use of nuclear power.

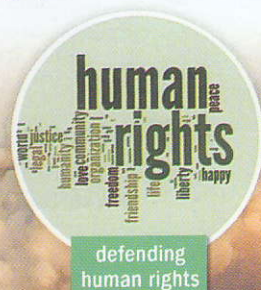


C LISTENING WARM-UP When someone achieves wealth and fame, do you think it's that person's responsibility to donate time and money to help others? Explain your point of view.

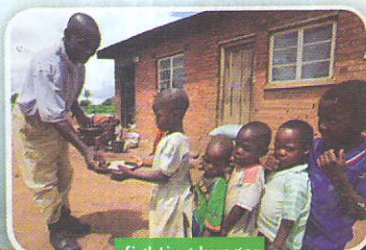
DIGITAL
STRATEGIES

D 1:26 **LISTEN FOR MAIN IDEAS** Listen to Part 1 of a report on celebrity philanthropic work. Choose the best title for it.

- ☐ 1 Many celebrities try to change the world.
- ☐ 2 Two celebrities try to make a difference.
- ☐ 3 Jolie and Bono are highly successful in their chosen careers.
- ☐ 4 Philanthropic work teaches celebrities new skills.

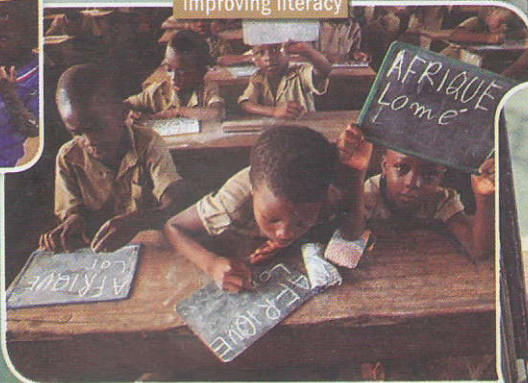


helping refugees



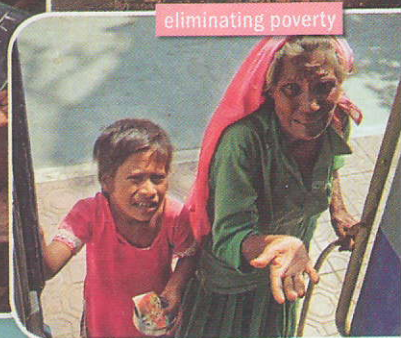
fighting hunger

improving literacy



protecting the environment

eliminating poverty



E ▶ 1:27 **LISTEN TO CLASSIFY** Read the following philanthropic activities. Listen to Part 1 again and write J for Jolie's activities and B for Bono's, according to the report.

- | | |
|--|--|
| 1 donates money to build schools. | 4 gets world leaders to work together. |
| 2 organizes events to raise money. | 5 works to improve medical care. |
| 3 works to protect wildlife. | 6 works with the United Nations. |

F ▶ 1:28 **LISTEN TO CONFIRM CONTENT** Listen to Part 1 again. Cross out the reasons for celebrity philanthropy that are NOT mentioned.

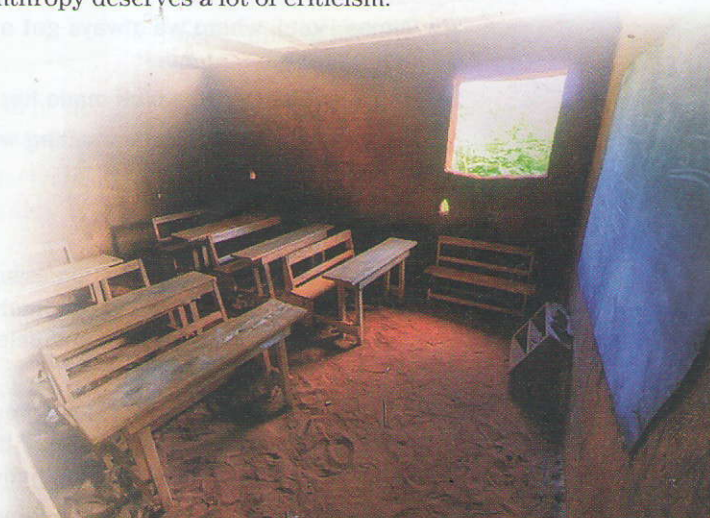
- | | |
|---|--|
| 1 to develop new skills | 5 to increase one's fame and wealth |
| 2 to get attention from the media | 6 to change how one is seen by others |
| 3 to satisfy a desire to help end human suffering | 7 to address one's concerns about the future |
| 4 to show gratitude for one's success | |

G ▶ 1:29 **LISTEN FOR POINT OF VIEW** Now listen to Part 2. Which statement best represents the speaker's point of view? Explain your answer.

- ☐ 1 Celebrity philanthropists are only interested in their own fame and getting "photo ops."
☐ 2 While the criticism may have some truth, Jolie's and Bono's philanthropy has been mainly positive.
☐ 3 Despite their good work, Jolie's and Bono's philanthropy deserves a lot of criticism.

H ▶ 1:30 **LISTEN TO SUMMARIZE** Listen to Part 2 again. With a partner, write at least five criticisms of celebrity philanthropists from the report on a separate sheet of paper.

I **SUPPORT AN OPINION** Do celebrities make good philanthropists? Explain. Use information from the report or about other celebrity philanthropists you are aware of.



NOW YOU CAN Discuss how best to help others

A **FRAME YOUR IDEAS** Which three of the issues in the photos on page 22 do you think most urgently need attention? Write them on the notepad and write one activity that would help for each one.

1.	2.	3.

DIGITAL
SPEAKING
BOOSTER

B **DISCUSSION** Discuss the best activities for solving one of the problems on your notepad.

“I feel strongly about helping children, so I think it's crucial to provide good schools and ...”

OPTIONAL WRITING Do rich and famous people have a responsibility to donate fame and money to help others? Write at least two paragraphs, supporting your point of view.

A WRITING SKILL Study the rules.

Restrictive adjective clauses

A restrictive adjective clause provides *essential information* necessary to identify the noun or pronoun it modifies. Do not use commas.

The person **who borrowed my camera yesterday** just told me she had broken it.

She replaced the camera lens **that she had broken the day before**.

The friend **whose phone I lost** insisted I didn't need to replace it.

The hotel in the town **where we stayed last weekend** offered to give us a refund.

Non-restrictive adjective clauses

A non-restrictive adjective clause provides *additional information* that is not necessary to identify the noun or pronoun it modifies. Use commas before and after, except at the end of a sentence, when the adjective clause ends with a period.

Lara, **who works in my office**, told me she broke the camera that she had borrowed.

The Aimes Hotel, **where we always get a room in July**, offered to give us a refund.

She replaced the tablet, **which made her very happy**.

My laptop, **which was always crashing when I really needed it**, finally died.

Be careful!

Use punctuation that supports your intended meaning.

The laptop **which I bought last week** is great. (Differentiates this laptop from others: essential)

The laptop, **which I bought last week**, is great. (An additional comment about the laptop: not essential)

B PRACTICE Read the college application essay, in which the writer describes a life lesson. Correct punctuation errors with adjective clauses. Add three commas and delete three.

C PRACTICE Decide if the adjective clause provides essential or additional information. Write a checkmark if the punctuation is correct. Make corrections if it is a non-restrictive clause.

- ☐ 1 His grandparents are the ones who taught him the most about right and wrong.
- ☐ 2 My cousin who was always truthful about everything told my aunt she was wrong.
- ☐ 3 I told a lie that I have regretted for more than ten years.
- ☐ 4 Her favorite vase which her mother had given her had been broken.
- ☐ 5 We found out that Megan was going to join us which was great.

What I Learned from My First Job

While working at my first job which was at a clothing store, I had a co-worker who got me into a lot of trouble. When the manager counted the money in the cash register, it had come up short. The co-worker had taken some of the money, so she shifted the blame to me. I insisted that I wasn't responsible, but the manager who didn't know me fired me immediately.

Ten years later, I got a phone call, that really surprised me. It was from the woman, who had blamed me for taking the money. She called me to apologize for what she had done. Apparently it had been bothering her for a long time.

This incident taught me an important lesson. Sometimes when people tell a lie, they hurt themselves more than the other person. While I had completely forgotten about the incident, it was my former co-worker, who felt badly about it for all those years.

DIGITAL
WRITING
PROCESS

D APPLY THE WRITING SKILL On a separate sheet of paper, write a college application essay in which you describe an experience that taught you a life lesson or that shaped your values. Provide details by including at least three adjective clauses to add essential and additional information.

SELF-CHECK

- ☐ Did I include at least three adjective clauses?
- ☐ Did I distinguish between essential and additional information?

Did I use commas correctly in non-restrictive adjective clauses?

A ▶ 1:31 Listen to each conversation. Then listen again and complete the statements.

Conversation 1

- 1 The man is thinking about
 a shifting the blame b taking responsibility c telling the truth
- 2 The woman suggests
 a shifting the blame b making up an excuse c telling the truth

Conversation 2

- 3 The woman has decided to
 a shift the blame b make up an excuse c take responsibility

B Complete the sentences with phrases from the box. Use each phrase only once.

shift the blame admit making a mistake tell the truth make up an excuse take responsibility

- 1 If Matt makes a mistake, he tries to to other people in his office so he won't get in trouble with his boss.
- 2 Dan forgot to prepare his report for the sales meeting, so he decided to He told his boss that his computer deleted the file.
- 3 Alice borrowed Susan's umbrella, but she forgot it on the train. She wanted to take responsibility, but she didn't want to, so she just replaced it and didn't say anything to Susan about it.
- 4 Jane doesn't when she does something wrong. Either she makes up an excuse or she doesn't tell the truth about what happened.
- 5 I really believe that in some situations it's better not to, especially when you are protecting someone's feelings. For example, if my grandmother spent all day cooking dinner, but it tasted terrible, I would still tell her it was delicious.

C Complete the paragraph with the relative pronouns from the box.

who
which
that
whom
where
when

Nora Richards, with I worked for five years, was a person
 could never get her work done on time. I still remember the time she asked me to
 help her write a long report was due the next day! The report, on
 she had been working for an entire month, was needed for a business deal with a very important
 client. The deal, about Nora talked all the time (instead of writing the report), fell through,
 and Nora was fired. There are situations in you simply have to meet your deadlines. Nora
 was one of those people fails to understand that the office is a place, as the
 saying says, "Actions speak louder than words."

D On a separate sheet of paper, complete each statement with your own comment clause, using which. Don't forget to use a comma.

Example: Some celebrity philanthropists only care about publicity, which I think is a shame...

- 1 Angelina Jolie has received many awards for her philanthropic work...
- 2 Most people tell lies to avoid hurting people's feelings...
- 3 My brother took responsibility for his mistake...
- 4 I made up an excuse for being late to work...

TEST-TAKING SKILLS BOOSTER p. 152



Web Project: Celebrity Philanthropists
www.english.com/summit3e