




















# SUMMIT 2 Scope and Sequence OF CONTENT AND SKILLS






























UNIT	Vocabulary*	Conversation Strategies	Discussion Topics	Grammar
<p><b>1</b></p> <p><b>Dreams come true</b></p>	<ul style="list-style-type: none"> <li>Life choices and plans</li> <li>Dreams and goals</li> </ul> <p><b>Word Skill:</b> using collocations with <i>have</i> for job qualifications</p>	<ul style="list-style-type: none"> <li>Use <i>You know</i> to ease into a conversation</li> <li>Respond with <i>That's great</i> to convey enthusiasm or encouragement</li> <li>Preface a statement with <i>I guess</i> to soften an opinion</li> <li>Begin a response with <i>True, but</i> to present an alternate view</li> </ul>	<ul style="list-style-type: none"> <li>A famous person you admire</li> <li>Dreams and plans for the future</li> <li>Achievements and beliefs</li> <li>Qualifications of job applicants</li> <li>A "dream job"</li> </ul>	<ul style="list-style-type: none"> <li>The present perfect for past events related to the present</li> <li>The present perfect and the present perfect continuous for unfinished or continuing actions</li> </ul>
<p><b>2</b></p> <p><b>Character counts</b></p>	<ul style="list-style-type: none"> <li>Taking and avoiding responsibility</li> <li>Expressing admiration and compassion</li> <li>Story-telling expressions</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>I hate to tell you this, but</i> to soften bad news</li> <li>Use word stress to convey meaning</li> <li>Begin a sentence with <i>Well</i> to allow time to think</li> <li>Use expressions such as <i>I feel terrible</i> to convey regret</li> <li>Ask <i>Are you sure . . . ?</i> to confirm information</li> <li>Use <i>That's not necessary</i> to decline help politely</li> </ul>	<ul style="list-style-type: none"> <li>Proverbs from around the world</li> <li>The social uses of lying</li> <li>Helping others</li> <li>The purpose of a story with a moral</li> </ul>	<ul style="list-style-type: none"> <li>Adjective clauses with <i>whose, where, and when</i></li> <li>Relative pronoun as the object of a preposition</li> </ul>
<p><b>3</b></p> <p><b>Dealing with adversity</b></p>	<ul style="list-style-type: none"> <li>Sequence words</li> <li>Expressing frustration and empathy</li> <li>Encouragement and discouragement</li> </ul> <p><b>Word Skill:</b> using parts of speech</p>	<ul style="list-style-type: none"> <li>Use expressions such as <i>I give up</i> and <i>I've had it</i> to get a listener's attention</li> <li>Soften a suggestion with <i>Maybe</i></li> <li>Use expressions like <i>I know what you mean</i> to encourage the listener to say more</li> </ul>	<ul style="list-style-type: none"> <li>Dangerous or frightening experiences</li> <li>Giving advice and encouragement</li> <li>Attitudes toward adversity</li> <li>Heroism</li> </ul>	<ul style="list-style-type: none"> <li>Describing the relationship of past events and actions to each other</li> <li>Clauses with <i>No matter</i></li> </ul>
<p><b>4</b></p> <p><b>Personality and life</b></p>	<ul style="list-style-type: none"> <li>Comparing oneself with others</li> <li>Problematic attitudes and behaviors</li> <li>Expressing and controlling anger</li> </ul> <p><b>Word Skill:</b> distinguishing meaning</p>	<ul style="list-style-type: none"> <li>Ask a rhetorical question to grab someone's attention</li> <li>Provide an example or clarifying statement to support a point of view</li> <li>Say <i>Really?</i> to introduce a contrasting statement</li> <li>Use expressions such as <i>I'm like that myself</i> and <i>I'm just the opposite</i> to establish common ground</li> </ul>	<ul style="list-style-type: none"> <li>Describing your shortcomings</li> <li>Managing stress</li> <li>Handling anger</li> <li>Values and priorities</li> </ul>	<ul style="list-style-type: none"> <li>The subjunctive</li> </ul>
<p><b>5</b></p> <p><b>It's all in your mind</b></p>	<ul style="list-style-type: none"> <li>Ways to express disbelief</li> <li>Expressions with <i>mind</i></li> </ul> <p><b>Word Skill:</b> using participial adjectives</p>	<ul style="list-style-type: none"> <li>Use <i>It says here</i> to share information from an article</li> <li>Use expressions such as <i>That's impossible</i> to invite someone to reconsider a belief</li> <li>Ask <i>Why not?</i> to defend a position</li> </ul>	<ul style="list-style-type: none"> <li>Superstitious beliefs and practices</li> <li>Suspicious claims</li> <li>Fears and phobias</li> <li>Interpretation of dreams</li> </ul>	<ul style="list-style-type: none"> <li>Non-count nouns made countable</li> <li>Indefiniteness and definiteness: article usage</li> </ul>

\*Vocabulary presentations include individual words, phrases, and collocations.

Grammar and Pronunciation Boosters	Listening Tasks	Readings	Writing			
 <ul style="list-style-type: none"> <li>• Stative verbs: non-action and action meanings</li> </ul>	<ul style="list-style-type: none"> <li>• Summarize people's future plans</li> <li>• Take notes</li> <li>• Infer speakers' attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• An online magazine table of contents</li> <li>• A profile of Dr. Robert Ballard</li> <li>• A biographical article about Jane Goodall</li> <li>• A job advertisement</li> <li>• Resumés</li> </ul>	<ul style="list-style-type: none"> <li>• Write a biography</li> </ul> <p><b>Writing Skill:</b> avoiding sentence fragments</p>			
 <ul style="list-style-type: none"> <li>• Sentence stress and intonation: review</li> </ul>				<ul style="list-style-type: none"> <li>• Evaluate people's responses</li> <li>• Associate speakers with specific actions</li> <li>• Identify speakers' concerns and courses of action</li> </ul>	<ul style="list-style-type: none"> <li>• A magazine article about why people tell lies</li> <li>• A traditional tale</li> <li>• Fables</li> </ul>	<ul style="list-style-type: none"> <li>• Describe an experience that taught you a lesson</li> </ul> <p><b>Writing Skill:</b> punctuating adjective clauses</p>
 <ul style="list-style-type: none"> <li>• Adjective clauses: overview</li> <li>• Adjective clauses with quantifiers</li> </ul> <p><b>Grammar for Writing:</b> adjective clauses reduced to adjective phrases</p>	 <ul style="list-style-type: none"> <li>• Emphatic stress and pitch to express emotion</li> </ul>	 <ul style="list-style-type: none"> <li>• Describing past actions and events: review</li> </ul>	<ul style="list-style-type: none"> <li>• Narrate past events logically</li> </ul> <p><b>Writing Skill:</b> time relationships</p>			
 <ul style="list-style-type: none"> <li>• Vowel reduction to /ə/</li> </ul>						
 <ul style="list-style-type: none"> <li>• Infinitive and gerund phrases in place of the subjunctive</li> </ul>	 <ul style="list-style-type: none"> <li>• Shifting emphatic stress</li> </ul>	<ul style="list-style-type: none"> <li>• Infer purpose from a description</li> <li>• Identify main ideas</li> <li>• Summarize information</li> </ul>	<ul style="list-style-type: none"> <li>• A catalogue of self-help workshops</li> <li>• An advice column about coping with stress</li> <li>• A magazine article about identifying priorities</li> </ul>			
 <ul style="list-style-type: none"> <li>• Vowel reduction to /ə/</li> </ul>				 <ul style="list-style-type: none"> <li>• More phrases that make non-count nouns countable</li> <li>• More non-count nouns with both a countable and an uncountable sense</li> <li>• Article usage: overview</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on details</li> <li>• Compare differing interpretations</li> <li>• Summarize information</li> <li>• Infer point of view</li> </ul>	<ul style="list-style-type: none"> <li>• A website homepage on superstitions</li> <li>• "Sensationalist" ads</li> <li>• A magazine article about phobias</li> </ul>
 <ul style="list-style-type: none"> <li>• Infinitive and gerund phrases in place of the subjunctive</li> </ul>	 <ul style="list-style-type: none"> <li>• Linking sounds</li> </ul>	<ul style="list-style-type: none"> <li>• A website homepage on superstitions</li> <li>• "Sensationalist" ads</li> <li>• A magazine article about phobias</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a superstition</li> </ul> <p><b>Writing Skill:</b> subject-verb agreement</p>			
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# SUMMIT 2 Scope and Sequence OF CONTENT AND SKILLS

UNIT	Vocabulary	Conversation Strategies	Discussion Topics	Grammar
<p><b>6</b></p> <p><b>Travel hassles and experiences</b></p>	<ul style="list-style-type: none"> <li>Asking for a favor</li> </ul> <p><b>Word Skill:</b> using participial adjectives as noun modifiers</p>	<ul style="list-style-type: none"> <li>Use expressions such as <i>I wonder if you could</i> and <i>Do you think you could . . . ?</i> to soften a request for a favor</li> <li>Respond with <i>Of course</i> and <i>I'd be happy to</i> to indicate willingness to help</li> </ul>	<ul style="list-style-type: none"> <li>Travel hassles</li> <li>"Nightmare" travel experiences</li> <li>Life-changing events</li> </ul>	<ul style="list-style-type: none"> <li>Conditional sentences with mixed time frames</li> </ul>
<p><b>7</b></p> <p><b>Minds at work</b></p>	<ul style="list-style-type: none"> <li>Discussing intelligence</li> </ul> <p><b>Word Skill:</b> using expressions with <i>have</i> and <i>be</i> to describe talents</p>	<ul style="list-style-type: none"> <li>Use <i>I mean</i> to restate or support an opinion</li> <li>Use <i>That's true</i> to validate an opposing opinion</li> <li>Use <i>If you ask me</i> to call attention to your own opinion</li> <li>Use <i>Do you think so?</i> to acknowledge an opinion you may not agree with</li> </ul>	<ul style="list-style-type: none"> <li>The theory of multiple intelligences</li> <li>Defining and measuring intelligence</li> <li>Mental concentration and focus</li> <li>Genius</li> <li>Preferential treatment for gifted children</li> </ul>	<ul style="list-style-type: none"> <li>Subordinating conjunctions and transitions</li> </ul>
<p><b>8</b></p> <p><b>Humor</b></p>	<ul style="list-style-type: none"> <li>Ways to respond to a joke</li> <li>Types of verbal humor</li> <li>Practical jokes</li> </ul>	<ul style="list-style-type: none"> <li>Use <i>Did you hear the one about . . . ?</i> to signal that a joke will follow</li> <li>Say <i>So?</i> to encourage someone to continue a funny story</li> <li>Use expressions such as <i>What a riot</i> and <i>That's hilarious</i> to praise a joke</li> </ul>	<ul style="list-style-type: none"> <li>What you find funny</li> <li>Laughter therapy</li> <li>What makes a joke funny</li> <li>Theories of humor</li> <li>The limits of humor</li> </ul>	<ul style="list-style-type: none"> <li>Indirect speech: changes to preserve meaning</li> </ul>
<p><b>9</b></p> <p><b>What lies ahead?</b></p>	<ul style="list-style-type: none"> <li>Innovative technologies</li> <li>Expressing a fear of consequences</li> <li>Discussing statistics and trends</li> </ul>	<ul style="list-style-type: none"> <li>Say <i>Really?</i> to convey surprise</li> <li>Use expressions such as <i>It's like opening a can of worms</i> and <i>It's a slippery slope</i> to warn about consequences</li> <li>Use <i>even if</i> to challenge an argument</li> </ul>	<ul style="list-style-type: none"> <li>The feasibility of future technologies</li> <li>Applications of innovative technologies</li> <li>Social trends</li> <li>Protecting the environment</li> </ul>	<ul style="list-style-type: none"> <li>The passive voice: the future, the future as seen from the past, and the future perfect</li> <li>The passive voice in unreal conditional sentences</li> </ul>
<p><b>10</b></p> <p><b>An interconnected world</b></p>	<ul style="list-style-type: none"> <li>Reacting to world issues and news</li> <li>Discussing global issues</li> <li>Economic terms</li> </ul> <p><b>Word Skill:</b> using a dictionary</p>	<ul style="list-style-type: none"> <li>Use <i>Can you believe . . . ?</i> to indicate shock or disapproval</li> <li>Use <i>It just goes to show you</i> to make a point</li> <li>Begin a statement with <i>You'd think</i> to indicate dissatisfaction with a current situation</li> </ul>	<ul style="list-style-type: none"> <li>The cultural impact of foreign imports</li> <li>What can be done to address world problems</li> <li>The economic impact of globalization</li> <li>The role of English in international communication</li> </ul>	<ul style="list-style-type: none"> <li>Separability of transitive phrasal verbs</li> </ul>

Grammar and Pronunciation Boosters		Listening Tasks	Readings	Writing																
 <ul style="list-style-type: none"> <li>• The conditional: overview</li> </ul>	<ul style="list-style-type: none"> <li>• Infer what people mean</li> <li>• Identify main ideas</li> <li>• Collaborate to understand details</li> <li>• Summarize information</li> <li>• Rephrase advice</li> </ul>	<ul style="list-style-type: none"> <li>• A travel supplies catalogue</li> <li>• An advice column on handling travel problems</li> </ul>	<ul style="list-style-type: none"> <li>• Compare two cities</li> </ul> <p><b>Writing Skill:</b> comparison and contrast</p>																	
 <ul style="list-style-type: none"> <li>• Regular past participle endings / Reduction in perfect modals</li> </ul>				 <p><b>Grammar for Writing:</b> more conjunctions and transitions</p>	<ul style="list-style-type: none"> <li>• Identify a speaker's main point</li> <li>• Rephrase supporting arguments</li> <li>• Match people with their talents and abilities</li> </ul>	<ul style="list-style-type: none"> <li>• An article about IQ and EQ</li> <li>• A magazine article about staying focused</li> <li>• A biographical article about Sigmund Freud's childhood</li> </ul>	<ul style="list-style-type: none"> <li>• Describe your weaknesses</li> </ul> <p><b>Writing Skill:</b> explaining cause and result</p>	 <ul style="list-style-type: none"> <li>• Intonation of sentences with subordinating conjunctions and transitions</li> </ul>	 <ul style="list-style-type: none"> <li>• Indirect speech: review <ul style="list-style-type: none"> <li>◦ Optional tense changes</li> <li>◦ Changes in pronouns and possessives</li> <li>◦ With questions</li> <li>◦ With imperatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Infer listeners' reactions</li> <li>• Retell a story</li> <li>• Evaluate practical jokes</li> <li>• Categorize types of humor</li> </ul>	<ul style="list-style-type: none"> <li>• Humorous cartoons</li> <li>• An article about the therapeutic value of laughter</li> <li>• A journal article about theories of humor</li> <li>• Jokes</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story that includes dialogue</li> </ul> <p><b>Writing Skill:</b> punctuation of dialogue</p>	 <ul style="list-style-type: none"> <li>• Intonation of sarcasm</li> </ul>	 <p><b>Grammar for Writing:</b> when to use the passive voice</p>	<ul style="list-style-type: none"> <li>• Match technologies to applications</li> <li>• Rephrase information</li> <li>• Infer points of view</li> <li>• Categorize information</li> <li>• Identify topics</li> <li>• Focus on detail</li> <li>• Infer meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>• An article about Jules Verne's vision of the future</li> <li>• Descriptions of failed predictions from the past</li> <li>• An article about a "green" car dealership</li> </ul>	<ul style="list-style-type: none"> <li>• Predict life in the future</li> </ul> <p><b>Writing Skill:</b> the essay</p>	 <ul style="list-style-type: none"> <li>• Formal pronunciation, rhythm, and intonation for reading aloud</li> </ul>	 <ul style="list-style-type: none"> <li>• Phrasal verbs: expansion <ul style="list-style-type: none"> <li>◦ The passive form of phrasal verbs</li> <li>◦ Transitive and intransitive meanings</li> <li>◦ Three-word phrasal verbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classify information</li> <li>• Summarize points of view</li> <li>• Associate speakers with opinions</li> <li>• Recognize false information</li> </ul>
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 <ul style="list-style-type: none"> <li>• Indirect speech: review <ul style="list-style-type: none"> <li>◦ Optional tense changes</li> <li>◦ Changes in pronouns and possessives</li> <li>◦ With questions</li> <li>◦ With imperatives</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Infer listeners' reactions</li> <li>• Retell a story</li> <li>• Evaluate practical jokes</li> <li>• Categorize types of humor</li> </ul>	<ul style="list-style-type: none"> <li>• Humorous cartoons</li> <li>• An article about the therapeutic value of laughter</li> <li>• A journal article about theories of humor</li> <li>• Jokes</li> </ul>	<ul style="list-style-type: none"> <li>• Write a story that includes dialogue</li> </ul> <p><b>Writing Skill:</b> punctuation of dialogue</p>																	
 <ul style="list-style-type: none"> <li>• Intonation of sarcasm</li> </ul>				 <p><b>Grammar for Writing:</b> when to use the passive voice</p>	<ul style="list-style-type: none"> <li>• Match technologies to applications</li> <li>• Rephrase information</li> <li>• Infer points of view</li> <li>• Categorize information</li> <li>• Identify topics</li> <li>• Focus on detail</li> <li>• Infer meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>• An article about Jules Verne's vision of the future</li> <li>• Descriptions of failed predictions from the past</li> <li>• An article about a "green" car dealership</li> </ul>	<ul style="list-style-type: none"> <li>• Predict life in the future</li> </ul> <p><b>Writing Skill:</b> the essay</p>	 <ul style="list-style-type: none"> <li>• Formal pronunciation, rhythm, and intonation for reading aloud</li> </ul>	 <ul style="list-style-type: none"> <li>• Phrasal verbs: expansion <ul style="list-style-type: none"> <li>◦ The passive form of phrasal verbs</li> <li>◦ Transitive and intransitive meanings</li> <li>◦ Three-word phrasal verbs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classify information</li> <li>• Summarize points of view</li> <li>• Associate speakers with opinions</li> <li>• Recognize false information</li> </ul>	<ul style="list-style-type: none"> <li>• Quotations describing globalization</li> <li>• A description of UN efforts to relieve world hunger</li> <li>• Newspaper clippings about global problems</li> <li>• A magazine article presenting the pros and cons of economic globalization</li> </ul>	<ul style="list-style-type: none"> <li>• Make a complaint</li> </ul> <p><b>Writing Skill:</b> a formal letter of complaint</p>	 <ul style="list-style-type: none"> <li>• Intonation in tag questions</li> </ul>							
 <p><b>Grammar for Writing:</b> when to use the passive voice</p>	<ul style="list-style-type: none"> <li>• Match technologies to applications</li> <li>• Rephrase information</li> <li>• Infer points of view</li> <li>• Categorize information</li> <li>• Identify topics</li> <li>• Focus on detail</li> <li>• Infer meaning from context</li> </ul>	<ul style="list-style-type: none"> <li>• An article about Jules Verne's vision of the future</li> <li>• Descriptions of failed predictions from the past</li> <li>• An article about a "green" car dealership</li> </ul>	<ul style="list-style-type: none"> <li>• Predict life in the future</li> </ul> <p><b>Writing Skill:</b> the essay</p>																	
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