

# FOUR CORNERS

**Second Edition**

**Student's Book**  
with Online Self-Study

**JACK C. RICHARDS & DAVID BOHLKE**



**CAMBRIDGE**  
 UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/fourcorners](http://www.cambridge.org/fourcorners)

© Cambridge University Press 2012, 2019

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2012

Second edition 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

*A catalogue record for this publication is available from the British Library*

- ISBN 978-1-108-55859-4 Student's Book with Online Self-Study 3
- ISBN 978-1-108-55980-5 Student's Book with Online Self-Study 3A
- ISBN 978-1-108-55982-9 Student's Book with Online Self-Study 3B
- ISBN 978-1-108-61762-8 Student's Book with Online Self-Study and Online Workbook 3
- ISBN 978-1-108-65810-2 Student's Book with Online Self-Study and Online Workbook 3A
- ISBN 978-1-108-67667-0 Student's Book with Online Self-Study and Online Workbook 3B
- ISBN 978-1-108-45935-8 Workbook 3
- ISBN 978-1-108-46076-7 Workbook 3A
- ISBN 978-1-108-45936-5 Workbook 3B
- ISBN 978-1-108-55995-9 Teacher's Edition with Complete Assessment Program 3
- ISBN 978-1-108-55999-7 Full Contact with Online Self-Study 3
- ISBN 978-1-108-56013-9 Full Contact with Online Self-Study 3A
- ISBN 978-1-108-56292-8 Full Contact with Online Self-Study 3B
- ISBN 978-1-108-45940-2 Presentation Plus Level 3

Additional resources for this publication at [www.cambridge.org/fourcorners](http://www.cambridge.org/fourcorners)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

# Authors' acknowledgments

Many people contributed to the development of *Four Corners*. The authors and publisher would like to particularly thank the following reviewers:

Nele Noe, **Academy for Educational Development, Qatar Independent Secondary School for Girls**, Doha, Qatar; Pablo Stucchi, **Antonio Raimondi School and Instituto San Ignacio de Loyola**, Lima, Peru; Nadeen Katz, **Asia University**, Tokyo, Japan; Tim Vandenhoeck, **Asia University**, Tokyo, Japan; Celso Frade and Sonia Maria Baccari de Godoy, **Associação Alumni**, São Paulo, Brazil; Rosane Bandeira, **Atlanta Idiomas**, Manaus, Brazil; Cacilda Reis da Silva, **Atlanta Idiomas**, Manaus, Brazil; Gretta Sicsu, **Atlanta Idiomas**, Manaus, Brazil; Naila Maria Cañiso Ferreira, **Atlanta Idiomas**, Manaus, Brazil; Hothnã Moraes de Souza Neto, **Atlanta Idiomas**, Manaus, Brazil; Jacqueline Kurtziou, **Atlanta Idiomas**, Manaus, Brazil; José Menezes Ribeiro Neto, **Atlanta Idiomas**, Manaus, Brazil; Sheila Ribeiro Cordeiro, **Atlanta Idiomas**, Manaus, Brazil; Juliana Fernandes, **Atlanta Idiomas**, Manaus, Brazil; Aline Alexandrina da Silva, **Atlanta Idiomas**, Manaus, Brazil; Kari Miller, **Binational Center**, Quito, Ecuador; Alex K. Oliveira, **Boston University**, Boston, MA, USA; Noriko Furuya, **Bunka Gakuen University**, Tokyo, Japan; Robert Hickling, **Bunka Gakuen University**, Tokyo, Japan; John D. Owen, **Bunka Gakuen University**, Tokyo, Japan; Elisabeth Blom, **Casa Thomas Jefferson**, Brasília, Brazil; Lucilena Oliveira Andrade, **Centro Cultural Brasil Estados Unidos (CCBEU Belém)**, Belém, Brazil; Marcelo Franco Borges, **Centro Cultural Brasil Estados Unidos (CCBEU Belém)**, Belém, Brazil; Geysa de Azevedo Moreira, **Centro Cultural Brasil Estados Unidos (CCBEU Belém)**, Belém, Brazil; Anderson Felipe Barbosa Negrão, **Centro Cultural Brasil Estados Unidos (CCBEU Belém)**, Belém, Brazil; Henry Grant, **CCBEU – Campinas**, Campinas, Brazil; Maria do Rosário, **CCBEU – Franca**, Franca, Brazil; Ane Cibele Palma, **CCBEU Inter Americano**, Curitiba, Brazil; Elen Flavia Penques da Costa, **Centro de Cultura Idiomas – Taubaté**, Taubaté, Brazil; Inara Lúcia Castillo Couto, **CEL LEP – São Paulo**, São Paulo, Brazil; Sonia Patricia Cardoso, **Centro de Idiomas Universidad Manuela Beltrán**, Barrio Cedritos, Colombia; Geraldine Itiago Losada, **Centro Universitario Grupo Sol (Musali)**, Mexico City, Mexico; Nick Hilmers, **DePaul University**, Chicago, IL, USA; Monica L. Montemayor Menchaca, **EDIMSA**, Metepec, Mexico; Angela Whitby, **Edu-Idiomas Language School**, Cholula, Puebla, Mexico; Mary Segovia, **El Monte Rosemead Adult School**, Rosemead, CA, USA; Dr. Deborah Aldred, **ELS Language Centers, Middle East Region**, Abu Dhabi, United Arab Emirates; Leslie Lott, **Embassy CES**, Ft. Lauderdale, FL, USA; M. Martha Lengeling, **Escuela de Idiomas**, Guanajuato, Mexico; Pablo Frias, **Escuela de Idiomas UNAPEC**, Santo Domingo, Dominican Republic; Tracy Vanderhoeck, **ESL Language Center**, Toronto, Canada; Kris Vicca and Michael McCollister, **Feng Chia University**, Taichung, Taiwan; Flávia Patricia do Nascimento Martins, **First Idiomas**, Sorocaba, Brazil; Andrea Taylor, **Florida State University in Panama**, Panamá, Panama; Carlos Lizárraga González, **Grupo Educativo Angloamericano**, Mexico City, Mexico; Bo-Kyung Lee, **Hankuk University of Foreign Studies**, Seoul, South Korea; Dr. Martin Endley, **Hanyang University**, Seoul, South Korea; Mauro Luiz Pinheiro, **IBEU Ceará**, Ceará, Brazil; Ana Lúcia da Costa Maia de Almeida, **IBEU Copacabana**, Copacabana, Brazil; Maristela Silva, **ICBEU Manaus**, Manaus, Brazil; Magaly Mendes Lemos, **ICBEU São José dos Campos**, São José dos Campos, Brazil; Augusto Pelligrini Filho, **ICBEU São Luis**, São Luis, Brazil; Leonardo Mercado, **ICPNA**, Lima, Peru; Lucia Rangel Lugo, **Instituto Tecnológico de San Luis Potosí**, San Luis Potosí, Mexico; Maria Guadalupe Hernández Lozada, **Instituto Tecnológico de Tlalnepantla**, Tlalnepantla de Baz, Mexico; Karen Stewart, **International House Veracruz**, Veracruz, Mexico; Tom David, **Japan College of Foreign Languages**, Tokyo, Japan; Andy

Burki, **Korea University, International Foreign Language School**, Seoul, South Korea; Jinseo Noh, **Kwangwoon University**, Seoul, South Korea; Neil Donachey, **La Salle Junior and Senior High School**, Kagoshima, Japan; Rich Hollingworth, **La Salle Junior and Senior High School**, Kagoshima, Japan; Quentin Kum, **La Salle Junior and Senior High School**, Kagoshima, Japan; Geoff Oliver, **La Salle Junior and Senior High School**, Kagoshima, Japan; Martin Williams, **La Salle Junior and Senior High School**, Kagoshima, Japan; Nadezhda Nazarenko, **Lone Star College**, Houston, TX, USA; Carolyn Ho, **Lone Star College-Cy-Fair**, Cypress, TX, USA; Kaoru Kuwajima, **Meijo University**, Nogoya, Japan; Alice Ya-fen Chou, **National Taiwan University of Science and Technology**, Taipei, Taiwan; Raymond Dreyer, **Northern Essex Community College**, Lawrence, MA, USA; Mary Keter Terzian Megale, **One Way Línguas-Suzano**, São Paulo, Brazil; B. Greg Dunne, **Osaka Shoin Women's University**, Higashi-Osaka, Japan; Robert Maran, **Osaka Shoin Women's University**, Higashi-Osaka, Japan; Bonnie Cheeseman, **Pasadena Community College and UCLA American Language Center**, Los Angeles, CA, USA; Simon Banha, **Phil Young's English School**, Curitiba, Brazil; Oh Jun Il, **Pukyong National University**, Busan, South Korea; Carmen Gehrke, **Quatrum English Schools**, Porto Alegre, Brazil; John Duplice, **Rikkyo University**, Tokyo, Japan; Mengjiao Wu, **Shanghai Maritime University**, Shanghai, China; Wilzania da Silva Nascimento, **Senac**, Manaus, Brazil; Miva Silva Kingston, **Senac**, Manaus, Brazil; Lais Lima, **Senac**, Manaus, Brazil; Yuan-hsun Chuang, **Soo Chow University**, Taipei, Taiwan; Wen hsiang Su, **Shih Chien University Kaohsiung Campus**, Kaohsiung, Taiwan; Lynne Kim, **Sun Moon University (Institute for Language Education)**, Cheon An City, Chung Nam, South Korea; Regina Ramalho, **Talken English School**, Curitiba, Brazil; Tatiana Mendonça, **Talken English School**, Curitiba, Brazil; Ricardo Todeschini, **Talken English School**, Curitiba, Brazil; Monica Carvalho da Rocha, **Talken English School**, Joinville, Brazil; Karina Schoene, **Talken English School**, Joinville, Brazil; Diaña Peña Munoz and Zira Kuri, **The Anglo**, Mexico City, Mexico; Christopher Modell, **Tokai University**, Tokyo, Japan; Song-won Kim, **TTI (Teacher's Training Institute)**, Seoul, South Korea; Nancy Alarcón, **UNAM FES Zaragoza Language Center**, Mexico City, Mexico; Laura Emilia Fierro López, **Universidad Autónoma de Baja California**, Mexicali, Mexico; María del Rocío Domínguez Gaona, **Universidad Autónoma de Baja California**, Tijuana, Mexico; Saul Santos Garcia, **Universidad Autónoma de Nayarit**, Nayarit, Mexico; Christian Meléndez, **Universidad Católica de El Salvador**, San Salvador, El Salvador; Irasema Mora Pablo, **Universidad de Guanajuato**, Guanajuato, Mexico; Alberto Peto, **Universidad de Oaxaca**, Tehuantepec, Mexico; Carolina Rodriguez Beltan, **Universidad Manuela Beltrán, Centro Colombo Americano**, and **Universidad Jorge Tadeo Lozano**, Bogotá, Colombia; Nidia Milena Molina Rodriguez, **Universidad Manuela Beltrán** and **Universidad Militar Nueva Granada**, Bogotá, Colombia; Yolima Perez Arias, **Universidad Nacional de Colombia**, Bogotá, Colombia; Héctor Vázquez García, **Universidad Nacional Autónoma de México**, Mexico City, Mexico; Pilar Barrera, **Universidad Técnica de Ambato**, Ambato, Ecuador; Dborah Hulston, **University of Regina**, Regina, Canada; Rebecca J. Shelton, **Valparaiso University, Interlink Language Center**, Valparaiso, IN, USA; Tae Lee, **Yonsei University**, Seodaemun-gu, Seoul, South Korea; Claudia Thereza Nascimento Mendes, **York Language Institute**, Rio de Janeiro, Brazil; Jamila Jenny Hakam, **ELT Consultant**, Muscat, Oman; Stephanie Smith, **ELT Consultant**, Austin, TX, USA.

# Scope and sequence

LEVEL 3	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
<b>Unit 1</b> Pages 3–12			
<b>Education</b> A <i>I'm taking six classes</i> B <i>You're not allowed to...</i> C <i>My behavior</i> D <i>Education controversy</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ask and talk about routines</li> <li><input checked="" type="checkbox"/> express prohibition and obligation</li> <li><input checked="" type="checkbox"/> ask and talk about feelings and reactions</li> <li><input checked="" type="checkbox"/> discuss advantages and disadvantages</li> </ul>	Simple present vs. present continuous Zero conditional	School subjects Feelings and emotions
<b>Unit 2</b> Pages 13–22			
<b>Personal stories</b> A <i>What were you doing?</i> B <i>Guess what!</i>  C <i>I was really frightened!</i> D <i>How embarrassing!</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> describe what was happening in the past</li> <li><input checked="" type="checkbox"/> announce news</li> <li><input checked="" type="checkbox"/> close a conversation</li> <li><input checked="" type="checkbox"/> tell personal stories</li> <li><input checked="" type="checkbox"/> describe embarrassing moments</li> </ul>	Past continuous vs. simple past Participial adjectives	Sentence adverbs Verbs to describe reactions
<b>Unit 3</b> Pages 23–32			
<b>Style and fashion</b> A <i>Fashion trends</i> B <i>Does this come in...?</i>  C <i>The latest look</i> D <i>Views on fashion</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ask about and describe past fashions</li> <li><input checked="" type="checkbox"/> ask where something is in a store</li> <li><input checked="" type="checkbox"/> ask for a specific product</li> <li><input checked="" type="checkbox"/> express opinions about style and fashion</li> <li><input checked="" type="checkbox"/> ask and talk about current fashions</li> </ul>	<i>Used to</i> Defining relative clauses	Fashion statements Clothing styles
<b>Unit 4</b> Pages 33–42			
<b>Interesting lives</b> A <i>Have you ever been on TV?</i> B <i>What I mean is...</i> C <i>Life experiences</i> D <i>What a life!</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ask and talk about life experiences</li> <li><input checked="" type="checkbox"/> check and clarify meaning</li> <li><input checked="" type="checkbox"/> describe details of their experiences</li> <li><input checked="" type="checkbox"/> ask and talk about a memorable experience</li> </ul>	Present perfect Present perfect vs. simple past	Experiences Fun things to do
<b>Unit 5</b> Pages 43–52			
<b>Our world</b> A <i>Older, taller, and more famous</i> B <i>I don't believe it!</i>  C <i>World geography</i> D <i>Natural wonders</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Compare human-made structures</li> <li><input checked="" type="checkbox"/> express disbelief</li> <li><input checked="" type="checkbox"/> say that they don't know something</li> <li><input checked="" type="checkbox"/> ask and talk about geographical features</li> <li><input checked="" type="checkbox"/> describe natural wonders in their country</li> </ul>	Comparatives <i>Not as...as</i> Superlatives	Human-made wonders Geographical features
<b>Unit 6</b> Pages 53–62			
<b>Organizing your time</b> A <i>A busy week</i> B <i>Can I take a message?</i>  C <i>Can you do me a favor?</i> D <i>Perspectives on time</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> ask and talk about weekend plans</li> <li><input checked="" type="checkbox"/> offer to take a message</li> <li><input checked="" type="checkbox"/> leave a message</li> <li><input checked="" type="checkbox"/> make requests, promises, and offers</li> <li><input checked="" type="checkbox"/> discuss ways to manage time effectively</li> </ul>	Present tenses used for future Requests Promises and offers with <i>will</i>	Commitments Favors

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p><b>Interactions:</b>                      Expressing prohibition                      Expressing obligation</p>	<p><b>Listening:</b>                      Office rules                      An interview about homeschooling  <b>Pronunciation:</b>                      Stress and rhythm</p>	<p><b>Reading:</b>                      “Are Video Games Educational?”                      An article  <b>Writing:</b>                      Advantages and disadvantages of distance education</p>	<ul style="list-style-type: none"> <li>Information exchange about school and work</li> <li><i>Keep talking:</i> “Find someone who” activity about everyday activities</li> <li>List of class rules</li> <li>Information exchange about personal behavior</li> <li><i>Keep talking:</i> Comparison of behaviors</li> <li>Discussion about distance education</li> </ul>
<p><b>Interactions:</b>                      Announcing news                      Closing a conversation</p>	<p><b>Listening:</b>                      News about other people                      A camping trip  <b>Pronunciation:</b>                      Intonation in complex sentences</p>	<p><b>Reading:</b>                      “Embarrassing Experiences”                      An article  <b>Writing:</b>                      An embarrassing moment</p>	<ul style="list-style-type: none"> <li>Group story about a past event</li> <li><i>Keep talking:</i> Description of simultaneous past actions</li> <li>Celebrity news</li> <li>Personal stories and anecdotes</li> <li><i>Keep talking:</i> Picture stories</li> <li>Descriptions of embarrassing moments</li> </ul>
<p><b>Interactions:</b>                      Asking where things are                      Asking for an alternative</p>	<p><b>Listening:</b>                      Clothing purchases                      An interview with a fashion designer  <b>Pronunciation:</b>                      Used to and use to</p>	<p><b>Reading:</b>                      “Dress to Impress”                      An article  <b>Writing:</b>                      Class survey</p>	<ul style="list-style-type: none"> <li>Interview about style and fashion</li> <li><i>Keep talking:</i> Comparison of two people’s past and present styles</li> <li>Role play of a shopping situation</li> <li>Opinions on fashion and style</li> <li><i>Keep talking:</i> Interview about what’s hot</li> <li>Class survey about style and fashion</li> </ul>
<p><b>Interactions:</b>                      Checking meaning                      Clarifying meaning</p>	<p><b>Listening:</b>                      Unusual habits                      An interview with a grandmother  <b>Pronunciation:</b>                      Contrastive stress in responses</p>	<p><b>Reading:</b>                      “The Life of an Astronaut”                      An interview  <b>Writing:</b>                      Interesting people, places, or things</p>	<ul style="list-style-type: none"> <li>Interview about experiences</li> <li><i>Keep talking:</i> Information exchange about experiences never had</li> <li>Information exchange about unusual habits</li> <li>True and false information about life experiences</li> <li><i>Keep talking:</i> “Find someone who” activity about everyday experiences</li> <li>Description of an interesting person or place</li> </ul>
<p><b>Interactions:</b>                      Expressing disbelief                      Saying you don’t know</p>	<p><b>Listening:</b>                      An interesting city                      The Great Barrier Reef  <b>Pronunciation:</b>                      Intonation in tag questions</p>	<p><b>Reading:</b>                      “Seven Wonders of the Natural World”                      An article  <b>Writing:</b>                      A natural wonder</p>	<ul style="list-style-type: none"> <li>Comparison of different places</li> <li><i>Keep talking:</i> Information gap activity about impressive places</li> <li>Information exchange about human-made structures</li> <li>Discussion about experiences in different places</li> <li><i>Keep talking:</i> Advice for foreign visitors</li> <li>List of the most wonderful places in the country</li> </ul>
<p><b>Interactions:</b>                      Offering to take a message                      Leaving a message</p>	<p><b>Listening:</b>                      Weekend plans                      Phone messages  <b>Pronunciation:</b>                      Reduction of <i>could you</i> and <i>would you</i></p>	<p><b>Reading:</b>                      “Time and Culture”                      An article  <b>Writing:</b>                      Tips for success</p>	<ul style="list-style-type: none"> <li>“Find someone who” activity about weekend plans</li> <li><i>Keep talking:</i> Information exchange about upcoming plans</li> <li>Role play with phone messages</li> <li>Class favors, offers, and promises</li> <li><i>Keep talking:</i> Role play with requests</li> <li>Quiz about overdoing things</li> </ul>

LEVEL 3	Learning outcomes	Grammar	Vocabulary
<b>Unit 7</b> Pages 63–72			
<b>Personalities</b> A <i>You're extremely curious.</i> B <i>In my opinion,...</i>  C <i>We've been friends for six years.</i> D <i>What is your personality?</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> talk about personality traits</li> <li><input checked="" type="checkbox"/> give an opinion</li> <li><input checked="" type="checkbox"/> ask for agreement</li> <li><input checked="" type="checkbox"/> describe people's personalities</li> <li><input checked="" type="checkbox"/> talk about their personalities</li> </ul>	Adverbs modifying adjectives and verbs Present perfect with <i>for</i> and <i>since</i>	Personality traits More personality traits
<b>Unit 8</b> Pages 73–82			
<b>The environment</b> A <i>Going green</i> B <i>I'd rather not say.</i>  C <i>What will happen?</i> D <i>Finding solutions</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> discuss environmental problems</li> <li><input checked="" type="checkbox"/> give an approximate answer</li> <li><input checked="" type="checkbox"/> avoid answering</li> <li><input checked="" type="checkbox"/> talk about future possibilities</li> <li><input checked="" type="checkbox"/> discuss solutions to problems</li> </ul>	Quantifiers First conditional	Environmental impacts Tips to help the environment
<b>Unit 9</b> Pages 83–92			
<b>Relationships</b> A <i>Healthy relationships</i> B <i>I'm really sorry.</i>  C <i>That can't be the problem.</i> D <i>Getting advice</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> discuss what's important in relationships</li> <li><input checked="" type="checkbox"/> apologize and give excuses</li> <li><input checked="" type="checkbox"/> accept an apology</li> <li><input checked="" type="checkbox"/> speculate about people</li> <li><input checked="" type="checkbox"/> give advice about relationships</li> </ul>	<i>It's...</i> expressions Expressions with infinitives Modals for speculating	Relationship behaviors Inseparable phrasal verbs
<b>Unit 10</b> Pages 93–102			
<b>Living your life</b> A <i>He taught himself.</i> B <i>I'll give it some thought.</i>  C <i>What would you do?</i> D <i>What an accomplishment!</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> talk about themselves and their experiences</li> <li><input checked="" type="checkbox"/> advise against something</li> <li><input checked="" type="checkbox"/> consider advice</li> <li><input checked="" type="checkbox"/> talk about imaginary situations</li> <li><input checked="" type="checkbox"/> ask and talk about accomplishments</li> </ul>	Reflexive pronouns Second conditional	Qualities for success Separable phrasal verbs
<b>Unit 11</b> Pages 103–112			
<b>Music</b> A <i>Music trivia</i> B <i>The first thing you do is...</i> C <i>Music and me</i> D <i>Making your own music</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> talk about music</li> <li><input checked="" type="checkbox"/> give instructions</li> <li><input checked="" type="checkbox"/> talk about things they've done recently</li> <li><input checked="" type="checkbox"/> talk about memorable songs</li> </ul>	Past passive Present perfect with <i>yet</i> and <i>already</i>	Compound adjectives Verb and noun formation
<b>Unit 12</b> Pages 113–122			
<b>On vacation</b> A <i>Travel preferences</i> B <i>Don't forget to...</i>  C <i>Rules and recommendations</i> D <i>Seeing the sights</i>	<b>Students can...</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> discuss travel preferences</li> <li><input checked="" type="checkbox"/> ask about preferences</li> <li><input checked="" type="checkbox"/> remind someone of something</li> <li><input checked="" type="checkbox"/> talk about rules and recommendations</li> <li><input checked="" type="checkbox"/> describe their dream trip</li> </ul>	Gerunds Modals for necessity and recommendations	Vacation activities Extreme sports

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p><b>Interactions:</b>                      Giving an opinion                      Asking for agreement</p>	<p><b>Listening:</b>                      Common proverbs                      A personality quiz  <b>Pronunciation:</b>                      Reduction of <i>don't you</i></p>	<p><b>Reading:</b>                      “The Signs of the Zodiac”                      Descriptions  <b>Writing:</b>                      My personality</p>	<ul style="list-style-type: none"> <li>• Interview about personality traits</li> <li>• <i>Keep talking</i>: “Left-brain vs. right-brain” quiz</li> <li>• Discussion about personality assumptions</li> <li>• Information exchange about friends and their personalities</li> <li>• <i>Keep talking</i>: Interviews about special people and things</li> <li>• Guessing game to match people and their personality descriptions</li> </ul>
<p><b>Interactions:</b>                      Giving an approximate answer                      Avoiding answering</p>	<p><b>Listening:</b>                      A survey on grocery shopping habits                      Award winners for environmental work  <b>Pronunciation:</b>                      Stress in compound nouns</p>	<p><b>Reading:</b>                      “One-of-a-Kind Homes”                      An article  <b>Writing:</b>                      A letter about an environmental issue</p>	<ul style="list-style-type: none"> <li>• Discussion about community environmental problems</li> <li>• <i>Keep talking</i>: “Green” quiz</li> <li>• Survey about water usage</li> <li>• Cause and effect</li> <li>• <i>Keep talking</i>: Possible outcomes in different situations</li> <li>• Solutions to environmental issues</li> </ul>
<p><b>Interactions:</b>                      Apologizing                      Accepting an apology</p>	<p><b>Listening:</b>                      Apologetic phone calls                      A radio call-in show  <b>Pronunciation:</b>                      Sentence stress</p>	<p><b>Reading:</b>                      “Addy’s Advice”                      Emails  <b>Writing:</b>                      A piece of advice</p>	<ul style="list-style-type: none"> <li>• Tips for healthy relationships</li> <li>• <i>Keep talking</i>: Advice for relationship problems</li> <li>• Role play to apologize and make excuses</li> <li>• Speculations about classmates</li> <li>• <i>Keep talking</i>: Speculations about people</li> <li>• Discussion about relationship problems</li> </ul>
<p><b>Interactions:</b>                      Advising against something                      Considering advice</p>	<p><b>Listening:</b>                      Three problems                      Interviews about accomplishments  <b>Pronunciation:</b>                      Stress shifts</p>	<p><b>Reading:</b>                      “A Walk Across Japan”                      An interview  <b>Writing:</b>                      An accomplishment</p>	<ul style="list-style-type: none"> <li>• Interview about personal experiences</li> <li>• <i>Keep talking</i>: “Find someone who” activity about personal experiences</li> <li>• Role play to give and consider advice</li> <li>• Discussion about hypothetical situations</li> <li>• <i>Keep talking</i>: Interview about hypothetical situations</li> <li>• “Find someone who” activity about accomplishments</li> </ul>
<p><b>Interactions:</b>                      Beginning instructions                      Continuing instructions                      Ending instructions</p>	<p><b>Listening:</b>                      How things work                      Song dedications  <b>Pronunciation:</b>                      Syllable stress</p>	<p><b>Reading:</b>                      “A Guide to Breaking into the Music Business”                      A guide  <b>Writing:</b>                      A music review</p>	<ul style="list-style-type: none"> <li>• Guessing game about music</li> <li>• <i>Keep talking</i>: Discussion about music</li> <li>• Information exchange with instructions</li> <li>• “Find someone who” activity about recent actions</li> <li>• <i>Keep talking</i>: “Find the differences” activity about two friends</li> <li>• Information exchange about songs and memories</li> </ul>
<p><b>Interactions:</b>                      Asking about preferences                      Reminding someone of something</p>	<p><b>Listening:</b>                      Hotel check-in                      A white-water rafting trip  <b>Pronunciation:</b>                      Reduction of verbs</p>	<p><b>Reading:</b>                      “A Taste of Cairo”                      A food blog  <b>Writing:</b>                      A walking tour</p>	<ul style="list-style-type: none"> <li>• Interview about vacation activities</li> <li>• <i>Keep talking</i>: Comparison of travel preferences</li> <li>• Role play about checking into a hotel</li> <li>• Discussion about extreme sports</li> <li>• <i>Keep talking</i>: Plan for a backpacking trip</li> <li>• Information exchange about dream trips</li> </ul>