

2

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

Information on this title: 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

Printed in 'country' by 'printer'

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

ISBN 978-1-108-56021-4 Student's Book with Online Self-Study 2
 ISBN 978-1-108-57070-1 Student's Book with Online Self-Study 2A
 ISBN 978-1-108-62772-6 Student's Book with Online Self-Study 2B
 ISBN 978-1-108-62849-5 Student's Book with Online Self-Study and Online Workbook 2
 ISBN 978-1-108-57586-7 Student's Book with Online Self-Study and Online Workbook 2A
 ISBN 978-1-108-62779-5 Student's Book with Online Self-Study and Online Workbook 2B
 ISBN 978-1-108-45958-7 Workbook 2
 ISBN 978-1-108-45959-4 Workbook 2A
 ISBN 978-1-108-45961-7 Workbook 2B
 ISBN 978-1-108-65228-5 Teacher's Edition with Complete Assessment Program 2
 ISBN 978-1-108-56039-9 Full Contact with Online Self-Study 2
 ISBN 978-1-108-63454-0 Full Contact with Online Self-Study 2A
 ISBN 978-1-108-68906-9 Full Contact with Online Self-Study 2B
 ISBN 978-1-108-45968-6 Presentation Plus Level 2

Additional resources for this publication at 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**, Nagoya, 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; 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; Mengjiao Wu, **Shanghai Maritime University**, Shanghai, China; 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 2	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can... <input checked="" type="checkbox"/> ask questions about English words		Classroom instructions
Unit 1 Pages 5–14	Students can... <input checked="" type="checkbox"/> ask and talk about interests <input checked="" type="checkbox"/> ask for repetition <input checked="" type="checkbox"/> ask someone to speak more slowly <input checked="" type="checkbox"/> ask and talk about sports and exercise habits <input checked="" type="checkbox"/> talk about people's free-time activities	Present of <i>be</i> Simple present	Interests Sports and exercise
Unit 2 Pages 15–24	Students can... <input checked="" type="checkbox"/> ask and talk about people's personalities <input checked="" type="checkbox"/> say they think something is true and not true <input checked="" type="checkbox"/> ask and talk about people's appearances <input checked="" type="checkbox"/> describe their personality and appearance	<i>What... like?; be + adjective (+ noun)</i> <i>What... look like?; order of adjectives</i>	Personality adjectives Appearance
Unit 3 Pages 25–34	Students can... <input checked="" type="checkbox"/> talk about the weather and seasons <input checked="" type="checkbox"/> ask for and give an opinion <input checked="" type="checkbox"/> talk about what they would like to do <input checked="" type="checkbox"/> talk about a place they would like to visit	Adverbs of intensity; quantifiers with verbs <i>Would like + infinitive</i>	Weather Indoor activities
Unit 4 Pages 35–44	Students can... <input checked="" type="checkbox"/> ask and answer questions about their home <input checked="" type="checkbox"/> make and agree to requests <input checked="" type="checkbox"/> talk about household chores <input checked="" type="checkbox"/> describe a home	<i>How many / much;</i> quantifiers before nouns Separable two-word phrasal verbs	Things in a home Household chores
Unit 5 Pages 45–54	Students can... <input checked="" type="checkbox"/> give and follow instructions <input checked="" type="checkbox"/> say how they feel <input checked="" type="checkbox"/> wish someone well <input checked="" type="checkbox"/> ask and talk about healthy habits <input checked="" type="checkbox"/> discuss ways to manage stress	Imperatives; adverbs of manner <i>How</i> questions	Parts of the body Healthy habits
Unit 6 Pages 55–64	Students can... <input checked="" type="checkbox"/> talk about types of TV shows they like <input checked="" type="checkbox"/> agree and disagree with an opinion <input checked="" type="checkbox"/> describe future plans <input checked="" type="checkbox"/> give their opinions about popular TV shows	Verb + infinitive or gerund Present continuous for future plans	Types of TV shows Television

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
			<ul style="list-style-type: none"> • Discussion about English words
<p>Interactions: Asking for repetition Asking someone to speak more slowly</p>	<p>Listening: About a party An unusual interest Pronunciation: Intonation in <i>yes / no</i> and <i>Wh-</i> questions</p>	<p>Reading: “What’s your hobby?” Social media posts Writing: An interest</p>	<ul style="list-style-type: none"> • Interview about interests • <i>Keep talking:</i> Board game about favorites • Class contact list • Interview about sports and exercise • <i>Keep talking:</i> “Find someone who” activity about free-time activities • Discussion about other people’s interests
<p>Interactions: Saying you think something is true Saying you think something isn’t true</p>	<p>Listening: People’s personalities An online profile Pronunciation: <i>Is he or Is she</i></p>	<p>Reading: “Online Profiles” A webpage Writing: Guess who!</p>	<ul style="list-style-type: none"> • Descriptions of family member personalities • <i>Keep talking:</i> Quiz about confidence • Discussion about people at a party • Guessing game about physical appearances • <i>Keep talking:</i> Different physical appearances • Personal descriptions
<p>Interactions: Asking for an opinion Giving an opinion</p>	<p>Listening: Weather in different cities A good time to visit places Pronunciation: Reduction of <i>would you</i></p>	<p>Reading: “Canada Through the Seasons” A brochure Writing: An email to a friend</p>	<ul style="list-style-type: none"> • True or false information about the weather • <i>Keep talking:</i> Information gap activity about the weather • Opinions about the weather • Decisions about things to do • <i>Keep talking:</i> Things to do someday • Discussion about places to visit
<p>Interactions: Making a request Agreeing to a request</p>	<p>Listening: Friendly requests A tour of Graceland Pronunciation: Intonation in requests</p>	<p>Reading: “Unusual Homes from Around the World” An online article Writing: Dream home</p>	<ul style="list-style-type: none"> • Discussion about homes • <i>Keep talking:</i> Memory game about a home • Problems and requests • Interview about chores • <i>Keep talking:</i> Decisions about chores • Discussion of a dream home
<p>Interactions: Saying how you feel Wishing someone well</p>	<p>Listening: What’s wrong? Creative ways to manage stress Pronunciation: Reduction of <i>and</i></p>	<p>Reading: “Feeling Stressed?” An online article Writing: Managing stress</p>	<ul style="list-style-type: none"> • Instructions • <i>Keep talking:</i> Exercises at your desk • Role play about health problems and not feeling well • Questions about healthy habits • <i>Keep talking:</i> Quiz about health • Tips for living with stress
<p>Interactions: Agreeing with an opinion Disagreeing with an opinion</p>	<p>Listening: What to watch on TV Favorite TV shows Pronunciation: Sentence stress</p>	<p>Reading: “Reality Shows” An online article Writing: My favorite TV show</p>	<ul style="list-style-type: none"> • “Find someone who” activity about TV preferences • <i>Keep talking:</i> Debate about things to watch • Opinions about television • List of shows to record • <i>Keep talking:</i> Plans for tomorrow • Discussion about reality TV shows

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Shopping A <i>It's lighter and thinner.</i> B <i>Would you take \$10?</i> C <i>This hat is too small.</i> D <i>A shopper's paradise</i>	Students can... <input checked="" type="checkbox"/> describe and compare products <input checked="" type="checkbox"/> bargain <input checked="" type="checkbox"/> describe how clothing looks and fits <input checked="" type="checkbox"/> discuss good places to shop	Comparative adjectives <i>Enough and too</i>	Opposites Adjectives to describe clothing
Unit 8 Pages 75–84			
Fun in the city A <i>You shouldn't miss it!</i> B <i>I'd recommend going...</i> C <i>The best and the worst</i> D <i>The best place to go</i>	Students can... <input checked="" type="checkbox"/> say what people should do in a city <input checked="" type="checkbox"/> ask for and give a recommendation <input checked="" type="checkbox"/> make comparisons about their city <input checked="" type="checkbox"/> discuss aspects of a city	<i>Should</i> for recommendations; <i>can</i> for possibility Superlative adjectives	Places to see Adjectives to describe
Unit 9 Pages 85–94			
People A <i>Where was he born?</i> B <i>I'm not sure, but I think...</i> C <i>People I admire</i> D <i>Making a difference</i>	Students can... <input checked="" type="checkbox"/> ask and talk about people from the past <input checked="" type="checkbox"/> express certainty and uncertainty <input checked="" type="checkbox"/> describe people they admire <input checked="" type="checkbox"/> describe people who made a difference	<i>Was / were</i> born; past of <i>be</i> Simple past; <i>ago</i>	Careers Personality adjectives
Unit 10 Pages 95–104			
In a restaurant A <i>The ice cream is fantastic!</i> B <i>I'll have the fish, please.</i> C <i>Have you ever...?</i> D <i>Restaurant experiences</i>	Students can... <input checked="" type="checkbox"/> talk about menus and eating out <input checked="" type="checkbox"/> order food in a restaurant <input checked="" type="checkbox"/> ask about and describe food experiences <input checked="" type="checkbox"/> describe restaurant experiences	Articles Present perfect for experience	Menu items Interesting food
Unit 11 Pages 105–114			
Entertainment A <i>I'm not a fan of dramas.</i> B <i>Any suggestions?</i> C <i>All of us love music.</i> D <i>Singing shows around the world</i>	Students can... <input checked="" type="checkbox"/> talk about their movie habits and opinions <input checked="" type="checkbox"/> ask for and give suggestions <input checked="" type="checkbox"/> report the results of a survey <input checked="" type="checkbox"/> describe important singers and musicians	<i>So, too, either, and neither</i> Determiners	Types of movies Types of music
Unit 12 Pages 115–124			
Time for a change A <i>Personal change</i> B <i>I'm happy to hear that!</i> C <i>I think I'll get a job.</i> D <i>Dreams and aspirations</i>	Students can... <input checked="" type="checkbox"/> give reasons for personal changes <input checked="" type="checkbox"/> react to good and bad news <input checked="" type="checkbox"/> make predictions about the future <input checked="" type="checkbox"/> discuss their dreams for the future	Infinitives of purpose <i>Will</i> for predictions; <i>may, might</i> for possibility	Personal goals Milestones

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Bargaining for a lower price Suggesting a different price</p>	<p>Listening: Bargaining at a yard sale A weekend market in London</p> <p>Pronunciation: Linked sounds</p>	<p>Reading: “Chatucak Weekend Market” A webpage</p> <p>Writing: An interesting market</p>	<ul style="list-style-type: none"> • Comparison of two products • <i>Keep talking:</i> Comparing several products • Role play of a bargaining situation • Discussion about clothes • <i>Keep talking:</i> Different clothing items • Discussion about good places to shop
<p>Interactions: Asking for a recommendation Giving a recommendation</p>	<p>Listening: Cities At a tourist information desk</p> <p>Pronunciation: Word stress</p>	<p>Reading: “Austin or San Antonio?” A message board</p> <p>Writing: A message board</p>	<ul style="list-style-type: none"> • Discussion about things to do in one day • <i>Keep talking:</i> Discussion of possible things to do • Role play at a tourist information desk • Comparison of places in a town or a city • <i>Keep talking:</i> City quiz • Discussion about aspects of a city
<p>Interactions: Expressing certainty Expressing uncertainty</p>	<p>Listening: Friends playing a board game People who made a difference</p> <p>Pronunciation: Simple past <i>-ed</i> endings</p>	<p>Reading: “A Different Kind of Banker” A biography</p> <p>Writing: A biography</p>	<ul style="list-style-type: none"> • Guessing game about famous people • <i>Keep talking:</i> Information gap activity about people from the past • Group quiz about famous people • Descriptions of admirable people • <i>Keep talking:</i> Discussion about inspiring people • Description of a person who made a difference
<p>Interactions: Ordering food Checking information</p>	<p>Listening: Customers ordering food Restaurant impressions</p> <p>Pronunciation: <i>The</i> before vowel and consonant sounds</p>	<p>Reading: “Restaurants with a Difference” A webpage</p> <p>Writing: A review</p>	<ul style="list-style-type: none"> • Discussion about eating out • <i>Keep talking:</i> A menu • Role play of a restaurant situation • Discussion about food experiences • <i>Keep talking:</i> Board game about food experiences • Restaurant recommendations
<p>Interactions: Asking for suggestions Giving a suggestion</p>	<p>Listening: Fun things to do An influential world musician</p> <p>Pronunciation: Reduction of <i>of</i></p>	<p>Reading: “Everybody Loves a Sing-Off” An online article</p> <p>Writing: A popular musician</p>	<ul style="list-style-type: none"> • Movie talk • <i>Keep talking:</i> Movie favorites • Suggestions about the weekend • Class musical preferences • <i>Keep talking:</i> Class survey about music • A playlist
<p>Interactions: Reacting to bad news Reacting to good news</p>	<p>Listening: Sharing news An interview with an athlete</p> <p>Pronunciation: Contraction of <i>will</i></p>	<p>Reading: “An Olympic Dream Flies High” An online article</p> <p>Writing: A dream come true</p>	<ul style="list-style-type: none"> • Discussion about changes • <i>Keep talking:</i> Reasons for doing things • Good news and bad news • Predictions about the future • <i>Keep talking:</i> Predictions about next year • Dream planner