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FOUR CORNERS

Second Edition

Student's Book
with Online Self-Study

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Scope and sequence


LEVEL 4	Learning outcomes	Grammar	Vocabulary
Classroom language Page 2			
Unit 1 Pages 3–12			
The news A <i>Stories in the news</i> B <i>I totally agree.</i> C <i>Survival stories</i> D <i>Creating news</i>	Students can... <input checked="" type="checkbox"/> tell news stories <input checked="" type="checkbox"/> agree and disagree with opinions <input checked="" type="checkbox"/> ask questions and talk about a news story <input checked="" type="checkbox"/> discuss a news story	Verb tenses – statements Verb tenses – questions	News sections Actions in the news
Unit 2 Pages 13–22			
Communicating A <i>Language learning</i> B <i>One possibility is...</i> C <i>Have her message me.</i> D <i>Modern Communication</i>	Students can... <input checked="" type="checkbox"/> give and discuss language-learning tips <input checked="" type="checkbox"/> express interests <input checked="" type="checkbox"/> offer options <input checked="" type="checkbox"/> talk about ways of communicating <input checked="" type="checkbox"/> discuss their communication preferences	Preset perfect continuous Verb + object + verb	Language-learning tips Communicate... or not?
Unit 3 Pages 23–32			
Food A <i>Street food</i> B <i>Sounds good to me.</i> C <i>Mix and bake</i> D <i>Future food</i>	Students can... <input checked="" type="checkbox"/> describe ways food is prepared <input checked="" type="checkbox"/> give and accept recommendations <input checked="" type="checkbox"/> describe steps in a recipe <input checked="" type="checkbox"/> discuss what people may eat in the future	Present passive Time clauses	Food preparation Tastes and textures
Unit 4 Pages 33–42			
Behavior A <i>The right thing to do</i> B <i>I didn't realize that.</i> C <i>Doing things differently</i> D <i>Acts of kindness</i>	Students can... <input checked="" type="checkbox"/> discuss how they would react to situations <input checked="" type="checkbox"/> express and acknowledge expectations <input checked="" type="checkbox"/> talk about past hypothetical situations <input checked="" type="checkbox"/> discuss ways to be kind	Second conditional Past modals for hypothetical situations	Polite and impolite behavior Word partners
Unit 5 Pages 43–52			
Travel and tourism A <i>Cities</i> B <i>I'll let someone know.</i> C <i>Travel experiences</i> D <i>My town, the best town</i>	Students can... <input checked="" type="checkbox"/> make comparisons about cities <input checked="" type="checkbox"/> report and respond to a problem <input checked="" type="checkbox"/> report commands and advice <input checked="" type="checkbox"/> discuss ideas for a festival in their town	Comparatives and superlatives Reporting commands and advice	Compound adjectives Travel talk
Unit 6 Pages 53–62			
The way we are A <i>Who I am</i> B <i>Sorry, but can I ask something?</i> C <i>Wishing for change</i> D <i>Alternative therapies</i>	Students can... <input checked="" type="checkbox"/> talk about character traits <input checked="" type="checkbox"/> interrupt politely <input checked="" type="checkbox"/> agree to an interruption <input checked="" type="checkbox"/> talk about present wishes <input checked="" type="checkbox"/> discuss ways to relax	Defining relative clauses <i>Wish</i>	Character traits Tips to manage stress

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Agreeing with an opinion Disagreeing politely</p>	<p>Listening: Today's news News reports based on viewer-submitted photos Pronunciation: Reduced vowel sounds</p>	<p>Reading: "Citizen Journalism" A magazine article Writing: Become a citizen journalist</p>	<ul style="list-style-type: none"> Information exchange about news stories <i>Keep talking:</i> Interview about news-reading habits Opinions on reading the news Information exchange about headline news <i>Keep talking:</i> Board game to practice questions A news blog
<p>Interactions: Expressing interest Offering opinions</p>	<p>Listening: Options for English classes Favorite methods of communication Pronunciation: Unreleased final consonant sounds</p>	<p>Reading: "Too Much Information" A magazine article Writing: A conversation in writing</p>	<ul style="list-style-type: none"> Discussion of improving English to communicate successfully <i>Keep talking:</i> "Find someone who" activity about recent experiences Role play about language class options Personal anecdotes about communicating <i>Keep talking:</i> Role play of body language Class survey about most popular ways of communicating
<p>Interactions: Giving a recommendation Accepting a recommendation</p>	<p>Listening: Healthy eating habits The San Francisco Gourmet Chocolate Tour Pronunciation: Linked consonant and vowel sounds</p>	<p>Reading: "What Will You Be Eating 25 Years from Today?" A magazine article Writing: A recipe</p>	<ul style="list-style-type: none"> List of popular street foods <i>Keep talking:</i> Description of festival foods Role play about finding time to cook Description of an original snack <i>Keep talking:</i> Interview about fun food facts A plan for a food tour
<p>Interactions: Expressing an expectation Acknowledging an expectation</p>	<p>Listening: Cross-cultural differences Radio talk show about acts of kindness Pronunciation: Reduction of <i>have</i></p>	<p>Reading: "Make Someone Happy" A magazine article Writing: An act of kindness</p>	<ul style="list-style-type: none"> Interviews about reactions to different situations <i>Keep talking:</i> Information exchange about reaction to dilemmas Information exchange about customs in different countries Information exchange about past hypothetical situations <i>Keep talking:</i> Discussion of right and wrong decisions Discussion about kind acts
<p>Interactions: Reporting a problem Responding to a problem</p>	<p>Listening: Hotel problems City festivals Pronunciation: Linking of same consonant sounds</p>	<p>Reading: "Welcome to Medellin, Columbia – The City of Everlasting Spring" A website Writing: Creating a home page</p>	<ul style="list-style-type: none"> Comparison of different cities <i>Keep talking:</i> Travel adventure game Role play about a hotel situation Advice for foreign visitors <i>Keep talking:</i> Interview about solutions to travel problems A plan for a town festival
<p>Interactions: Interrupting politely Agreeing to an interruption</p>	<p>Listening: Type A and Type B personalities Guided imagery Pronunciation: Stress in thought groups</p>	<p>Reading: "Therapies That Work!" An article Writing: About relaxation</p>	<ul style="list-style-type: none"> Discussion about job and personality matches <i>Keep talking:</i> Discussion of birth order and personality Discussion about personality Information exchange about making wishes <i>Keep talking:</i> Board game about wishes Brainstorm creative ways to relax

LEVEL 4	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 63–72			
New ways of thinking A <i>Inventions</i> B <i>Got any suggestions?</i> C <i>Accidental inventions</i> D <i>Making life easier</i>	Students can . . . ✓ describe important inventions ✓ elicit ideas ✓ suggesting solutions ✓ discuss how things have been improved ✓ describe something they invented	<i>So and such</i> The passive	Positive and negative descriptions Verb and noun formation
Unit 8 Pages 73–82			
Lessons in life A <i>Why did I do that?</i> B <i>I'm sure you'll do fine.</i> C <i>What if . . . ?</i> D <i>A day to remember</i>	Students can . . . ✓ describe events in the past ✓ express worry ✓ reassure someone ✓ talk about how things might have been ✓ describe a memorable day	Past perfect Third conditional	Prefixes: <i>mis-</i> , <i>dis-</i> , and <i>re-</i> Expression with <i>make</i> and <i>get</i>
Unit 9 Pages 83–92			
Can you believe it? A <i>Everyday explanations</i> B <i>I'm pretty sure that . . .</i> C <i>History's mysteries</i> D <i>Unexplained abilities</i>	Students can . . . ✓ speculate about everyday situations ✓ express probability and improbability ✓ ask and speculate about historical events ✓ discuss the power of memory	Past modals for speculating Embedded questions	Suffixes <i>-ful</i> and <i>-less</i> Mysterious events
Unit 10 Pages 93–102			
Perspectives A <i>A traffic accident</i> B <i>As I was saying . . .</i> C <i>There's always an explanation</i> D <i>Seeing things differently</i>	Students can . . . ✓ report what people say ✓ change and return to the topic ✓ report what people ask ✓ discuss different perspectives	Reported statements Reported <i>yes / no</i> questions	Three-word phrasal verbs Verbs + prepositions
Unit 11 Pages 103–112			
The real world A <i>Getting it done</i> B <i>Let me see . . .</i> C <i>Future goals</i> D <i>My career</i>	Students can . . . ✓ talk about getting things done ✓ take time to think in an interview ✓ close an interview ✓ ask and talk about future goals ✓ discuss future careers	Causative <i>get</i> and <i>have</i> Future continuous vs. future with <i>will</i>	Word partners Setting goals
Unit 12 Pages 113–122			
Finding solutions A <i>Environmental concerns</i> B <i>That's a good point.</i> C <i>My community</i> D <i>Getting involved</i>	Students can . . . ✓ discuss environmental trends ✓ support and not support an opinion ✓ discuss ways to improve their community ✓ discuss ways to raise awareness	Present continuous passive Infinitive passive Linking words	Preventing pollution Community improvement

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Eliciting an idea Suggesting a solution</p>	<p>Listening: Unusual solutions to unusual problems i-Cybie, a robot dog Pronunciation: Emphatic stress</p>	<p>Reading: “Technology Helps Japan’s Elderly” An article Writing: An Invention</p>	<ul style="list-style-type: none"> • Discussion of inventions • <i>Keep talking:</i> Promoting creative products • Vote on inventive solutions • Discussion of improvements to early innovations • <i>Keep talking:</i> Discussion of product improvements • Description of an original invention
<p>Interactions: Expressing worry Reassuring someone</p>	<p>Listening: Worrisome situations Memorable days Pronunciation: Reduction of had</p>	<p>Reading: “Tuesday, January 9, 2007” A magazine article Writing: About a memorable day</p>	<ul style="list-style-type: none"> • Information exchange about past experiences • <i>Keep talking:</i> Picture story • Role play about difficult situations • Description of personal experiences that might have been different • <i>Keep talking:</i> Discussion of possible outcomes in different situations • Description of a memorable day
<p>Interactions: Expressing probability Expressing improbability</p>	<p>Listening: Mind-reading “The Magpies and the Bell,” a South Korean folktale Pronunciation: Intonation in embedded questions</p>	<p>Reading: “The Woman Who Can’t forget” A magazine article Writing: An origin myth</p>	<ul style="list-style-type: none"> • Discussion of possible explanations for unusual everyday events • <i>Keep talking:</i> Speculations about pictured events • Information exchange about probability • Discussion of possible explanations for historical mysteries • <i>Keep talking:</i> Descriptions and speculations about unsolved mysteries • Story-telling from different cultures
<p>Interactions: Changing the topic Returning to a topic</p>	<p>Listening: Three conversations about sports Interview for the Proust Questionnaire Pronunciation: Linked vowel sounds with /w/ and /r/</p>	<p>Reading: “The Dress” A lecture Writing: Questionnaire results</p>	<ul style="list-style-type: none"> • “Whisper the sentence” game to report what people say • <i>Keep talking:</i> “Find the differences” activity about eyewitness reports • Discussion about sports • “Find someone who” activity about famous people • <i>Keep talking:</i> Survey about general topics • Questionnaire about thoughts and values
<p>Interactions: Taking time to think Closing an interview</p>	<p>Listening: Plans to get things done A job interview Pronunciation: Reduction of will</p>	<p>Reading: “Jobs of the future” An article Writing: A letter of interest</p>	<ul style="list-style-type: none"> • Discussion about ways to prepare for an interview • <i>Keep talking:</i> Match the places and the activities • Role play about a job interview • Discussion of future goals • <i>Keep talking:</i> Survey about life in the future
<p>Interactions: Supporting an opinion Not supporting an opinion</p>	<p>Listening: Bottled water and the environment How people help solve community issues Pronunciation: Rise-falling and low falling tones</p>	<p>Reading: “El Sistema: Social Change Through Music” A magazine article Writing: A letter to a community leader</p>	<ul style="list-style-type: none"> • Discussion of environmental trends • <i>Keep talking:</i> Board game about the environment • Comparison of opinions about issues • Discussion about ways to improve the quality of life of people in the community • <i>Keep talking:</i> A plan for a community improvement project • Information exchange about raising awareness

Classroom Language

A  Complete the conversations with the correct sentences. Then listen and check your answers.

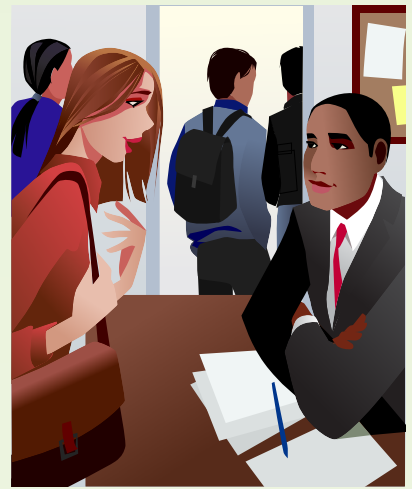
Do you think this is correct?	Is it all right if I . . .
✓ Do you want to join our group?	Which number are we on?
I'm sorry for being late.	Would you mind explaining that to me?



1
A Do you want to join our group?
B That'd be great. Thanks.



2
A _____
B Sure. I think I understand it.



3
A _____
 leave five minutes early tomorrow?
 I have a doctor's appointment.
B Of course.



4
A _____
 My last class ended late.
B That's OK. Take your seat.



5
A _____
B We just finished question two, so we're on number three now.



6
A _____
B I don't think so. I think you need to use the past tense here.

B **PAIR WORK** Practice the conversations.