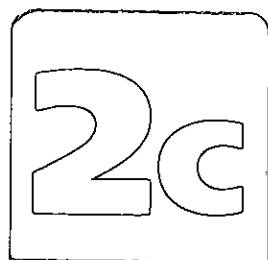


Four Corners

Jack C. Richards · David Bohlke



Student's Book

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Scope and sequence

LEVEL 2	Learning outcomes	Grammar	Vocabulary
Classroom language	Page vi		Classroom instructions
Unit 9 Pages 83-94	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 ... ☒ ask and talk about people from the past ☒ express certainty and uncertainty ☒ describe people they admire ☒ describe people who made a difference	<i>Was / Were born; past of be</i> <i>Simple past; 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 ... ☒ talk about menus and eating out ☒ order food in a restaurant ☒ ask about and describe food experiences ☒ describe restaurant experiences	Articles <i>Present perfect for experience</i> 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>Musicians from around the world</i>	Students can ... ☒ talk about their movie habits and opinions ☒ ask for and give suggestions ☒ report the results of a survey ☒ 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 ... ☒ give reasons for personal changes ☒ react to good and bad news ☒ make predictions about the future ☒ discuss their dreams for the future	Infinitives of purpose <i>Will for predictions; may, might for possibility</i> Personal goals Milestones

Functional language

Listening and Pronunciation

Reading and Writing

Speaking

Interactions:
Expressing certainty
Expressing uncertainty

Listening:
Friends playing a board game
People who made a difference
Pronunciation:
Simple past -ed endings

Reading:
"A Different Kind of Banker"
A biography
Writing:
A biography

- Guessing game about famous people
- *Keep talking:* Information gap activity about people from the past
- Guessing game about famous people
- Descriptions of admirable people
- *Keep talking:* Discussion about inspiring people
- Description of a person who made a difference

Interactions:
Ordering food
Checking information

Listening:
Customers ordering food
Restaurant impressions
Pronunciation:
The before vowel and consonant sounds

Reading:
"Restaurants with a Difference"
A webpage
Writing:
A review

- Discussion about eating out
- *Keep talking:* A menu
- Role play of a restaurant situation
- Discussion about food experiences
- *Keep talking:* Board game about food experiences
- Restaurant recommendations

Interactions:
Asking for suggestions
Giving a suggestion

Listening:
Fun things to do
An influential world musician
Pronunciation:
Reduction of *of*

Reading:
"African Superstars!"
A magazine article
Writing:
A popular musician

- Movie talk
- *Keep talking:* Movie favorites
- Suggestions about the weekend
- Class musical preferences
- *Keep talking:* Class survey about music
- A playlist

Interactions:
Reacting to bad news
Reacting to good news

Listening:
Sharing news
An interview with an athlete
Pronunciation:
Contraction of *will*

Reading:
"Students Raise Money for Baseball Team"
An article
Writing:
A dream come true

- Discussion about changes
- *Keep talking:* Reasons for doing things
- Good news and bad news
- Predictions about the future
- *Keep talking:* Predictions about next year
- Dream planner

Classroom language

A Write these actions below the correct pictures. Then compare with a partner.

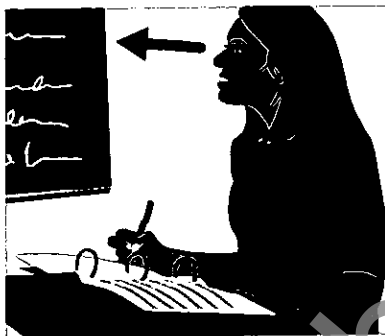
Close your books.
Listen.
Look at the board.

Look at the picture.
✓ Open your books.
Raise your hand.

Turn to page . . .
Work in groups.
Work in pairs.



1. Open your books.



2. _____



3. _____



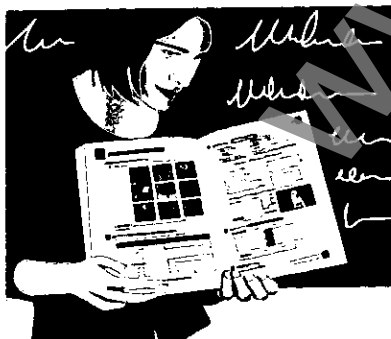
4. _____



5. _____



6. _____



7. _____



8. _____



9. _____

A: What's number one?

B: It's . . .

B 🎧 Listen and check your answers.

C 🎧 Listen to seven of the actions. Do each one.