

# Four Corners

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Jack C. Richards · David Bohlke



**Student's Book**



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# Scope and sequence

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

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

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

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

# 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? |



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



A: \_\_\_\_\_  
B: Sure. I think I understand it.



A: \_\_\_\_\_  
leave five minutes early tomorrow? I have a doctor's appointment.  
B: Of course.



A: \_\_\_\_\_  
My last class ended late.  
B: That's OK. Take your seat.



A: \_\_\_\_\_  
B: We just finished question two, so we're on number three now.



A: \_\_\_\_\_  
B: I don't think so. I think you need to use the past tense here.

**B Pair work** Practice the conversations.