

# Introduction to *Four Corners*

## About the course

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*Four Corners* is an exciting new integrated four-skills course in American English for adults and young adults. This four-level course is for students who want to use English effectively in daily life. Easy and enjoyable to teach, *Four Corners* provides content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.

The writing of *Four Corners* was informed by the Common European Framework of Reference (CEFR) for languages, and the course takes students from the CEFR A1 level (true beginner level) through to a strong CEFR B1 level (mid-intermediate level).

A special feature of *Four Corners* is the opportunity to learn through different media, such as interactive whiteboard software, web- and CD-ROM-based activities, and other options.

## The approach

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Although many language learners have studied English for several years or more, they often find they still cannot use English effectively for real-world purposes. A common comment from students is: “I know lots of grammar and vocabulary, but I can’t *use* my English.”

*Four Corners* addresses this problem by focusing on practical communicative skills at every level of the course. It uses a communicative methodology combined with a framework of language learning outcomes (or goals). The course teaches the language, skills, and competencies needed to carry out a communicative speaking activity at the end of each lesson and to achieve a practical learning outcome – the “can do” statement. This approach means that there is a strong focus on defining what learners “can do” with the language at each stage of the course, providing benchmarks to measure students’ progress. These outcomes in turn are the building blocks of the students’ communication skills.

*Four Corners* uses these learning outcomes as a key organizing principle. Every level, from beginner to intermediate, follows a carefully designed set of outcomes mapped to the CEFR. The learning outcomes themselves are practical, transparent, and easy to measure.

The focus on practical learning outcomes is reflected in an outcomes-based approach to assessment. Students and teachers can measure success after every lesson to find out if they can *use* what they learned. If students need additional practice, they can use many other *Four Corners* components, such as the Student CD-ROM.

## The syllabus

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The *Four Corners* syllabus is an integrated communicative syllabus linking grammar, vocabulary, skills, and functions and is informed by the CEFR. This syllabus also includes items tested in standardized ELT exams. The amount of new language students are expected to learn in each lesson is manageable and so provides a firm foundation for effective communication. The language taught is recycled within and across levels.

## The four strands

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The content of *Four Corners* has been carefully organized to develop students’ communicative competence in English. Each unit includes these four related strands:

1. Accuracy
2. Functional language
3. Skills
4. Fluency

**1. The accuracy strand.** This strand draws on vocabulary and grammar and the ability to use grammatically well-formed sentences in communication. In *Four Corners*, grammar and vocabulary are presented in Lessons A and C of each unit as key elements of accurate communication.

**2. The functional language strand.** This strand is found in Lesson B of each unit and focuses on functional speaking skills – the ability to use core functional language in speech – for example: agreeing and disagreeing, complaining, apologizing, accepting and declining invitations.

**3. The skills strand.** This involves using language across the different modalities of speaking, listening, reading, and writing. In *Four Corners*, speaking is strongly emphasized. There are several opportunities for students to speak throughout the lesson, but there is a main speaking activity at the end of each lesson. Speaking is also the main focus of Lesson B. There are two formal listening activities within each unit, but students have the opportunity to listen to recorded sections several times throughout the unit. Reading and writing are the main focus of Lesson D.

**4. The fluency strand.** As each unit develops, the focus shifts from accuracy to fluency. In Lesson D, students have opportunities to practice fluency, especially in the speaking activity at the end of the lesson.

## Benefits of the *Four Corners* approach and syllabus

The communicative methodology and outcomes-based approach combined with the *Four Corners* syllabus offer numerous advantages to students and teachers:

- **Clarity.** *Four Corners'* clear outcomes at regular intervals provide a learning path for students, so they know where they are going and why.
- **“Can do” approach.** The carefully designed outcomes provide learners with the opportunity to use their English in a variety of real-world contexts.
- **Communication.** The carefully graded grammar and vocabulary syllabus provides a firm foundation for effective communication. In addition, the syllabus enables students to practice communicating regularly.
- **Confidence.** By dividing the task of learning a language into manageable segments, combined with the “can do” statements, *Four Corners* increases students' confidence inside and outside the classroom and prepares them for success in the real world.

## Unit organization

	Objectives	Typical unit organization
Warm-up	Introduces students to the topic and activates schema.	Unit overview; two <i>Warm-up</i> activities
Lesson A	Presents and practices first set of vocabulary and first grammar point of the unit.	<i>Vocabulary, Language in context, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i> )
Lesson B	Presents and practices the functional language.	<i>Interactions</i> (functional language), <i>Pronunciation, Listening, Speaking</i>
Lesson C	Presents and practices second set of vocabulary and second grammar point of the unit.	<i>Vocabulary, Conversation, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i> )
Lesson D	Practices the skills of reading, writing, speaking (and sometimes listening).	<i>Reading, Listening, Writing, Speaking</i>

## How to teach a *Four Corners* unit

This information takes you through a unit, section by section.

### Warm-up

This page introduces the overall unit topic in a creative context in order to activate schema and create interest in the topic. Students do not need to use the target language from the unit at this point. The exercises are designed so that language from previous units is recycled here.

The second part of the *Warm-up* (Part B) is usually a personalization exercise so that students begin to relate the unit topic to their own lives.

Both activities can be done in pairs, groups, or as a class.

### Teaching Notes

Direct students' attention to the picture(s) on this page. Go over the instructions. Have students complete the activity. Then go over answers with the class.

Go over the instructions. Have students complete the activity. Set a time limit if necessary. Discuss students' answers.

After you have finished the *Warm-up* activities point to the four boxes at the top of the page and explain that this is the language that students will be learning in Lessons A–D. These boxes act as a first signpost and help students understand the structure of the unit.

### Vocabulary

The aim of this section (in Lesson A and C) is to teach eight or more lexical items related to the topic of the lesson. The new vocabulary is usually accompanied by attractive illustrations or photos, which aid comprehension and motivate students. Students generally do an exercise, such as labeling, categorization, or matching, and then personalize the vocabulary orally in pairs.

### Teaching Notes

- Go over the instructions and point out the example. Have students work in pairs or groups to complete the activity. Students check their answers against the audio.
- Go over the instructions and point out the example. Have students work individually, in pairs, or in groups to complete the activity. Finally, elicit the answers from individual students.

### Language in context

Target vocabulary is recycled and new grammar is previewed here within a variety of text types, such as emails, advertisements, messages, short texts, and short exchanges. The section includes a written and / or listening activity, followed by personalized oral practice. Note that it is not necessary to teach the grammar at this point.

## Teaching Notes

- Direct students' attention to the pictures to set the scene. Elicit or explain the meaning of unfamiliar words. Go over the instructions and play the audio. Have students listen and complete the activity. Go over the answers with the class.
- Model the personalized speaking activity. Have students work in pairs or small groups and discuss the questions. Call on individual students for feedback.

## Conversation

Just as in the *Language in context* section, target vocabulary is recycled, and new grammar is previewed here in a conversation between two or three speakers. The students listen and answer a question about the conversation.

In the second part, the students listen to the rest of the conversation and answer a comprehension question.

## Teaching Notes

- Direct students' attention to the picture to set the scene. Elicit or explain the meaning of unfamiliar words. Play the audio and have the students answer the question as they listen and read silently.
- Go over the instructions. Have students listen to the rest of the conversation and answer the question. Go over the answers with the class.

## Grammar

The aim is to present and practice the grammar that appeared in the previous section: i.e., *Language in context* (Lesson A) or *Conversation* (Lesson C). The grammar box is brief and clear, without written rules, so that the teacher can either *elicit* or *explain* them. Some of the examples in the grammar box are usually taken directly from the *Language in context* or *Conversation*, which enables teachers to link the two activities. In the controlled practice stage, students carry out a number of activities, ranging from multiple choice to fill in the blanks to matching. The oral practice that follows enables students to personalize the grammar.

## Teaching Notes

- Direct students' attention to the grammar box. Elicit or explain the differences between the sections of the box. To develop grammatical awareness, encourage students to refer to the previous section and circle or underline examples of the new grammar in the text(s). Play the grammar box audio and have students practice pronunciation.
- Go over the instructions and point out the model answer. If helpful, do the second example orally as a class. Then have the students complete the written exercise. Have students compare their answers with a partner. Call on students to read their answers aloud or write them on the board. Check answers as a class.
- Go over the instructions and model the activity with a student. Have students practice the activity in pairs or small groups. Check answers.

## Interactions

The ability to use essential functional language is an important skill developed in *Four Corners*. The aim of Lesson B is to focus specifically on functional language (in the *Interactions* section) presented in the context of a conversation.

## Teaching Notes

- Direct students' attention to the pictures to set the scene.
- Play the audio. Have students answer the question as they listen and read silently. Then have students practice the conversation in pairs.
- Have students read the expressions in the boxes. Explain similarities or differences in meaning.
- Tell students there are two other expressions in the conversation, one for each box. Have students read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have students listen and check their answers. Then elicit the expressions from the students. Clarify the meaning of the expressions.

## Pronunciation

The aim is to present general pronunciation issues related to vocabulary or grammar. Activities include awareness raising and practice in aspects such as word stress, reduction, intonation, and individual sounds.

## Teaching Notes

- Use the audio program to introduce the pronunciation point. To develop awareness, encourage students, while listening, to pay particular attention to the pronunciation point before they practice it. Play the audio again and have students repeat.
- Go over the instructions and the words. Play the audio. Have students listen and do the activity. Have students check their answers with a partner.

## Listening

Listening is addressed at several places throughout a unit, but the skill is usually specifically developed in Lessons B and D. In Lesson B, students listen in order to practice and confirm comprehension of the functional language presented in *Interactions*. The *Listening* in Lesson D provides valuable practice in "top-down" (listening for the gist of the information) and "bottom-up" (listening for detailed information) listening.

## Teaching Notes

- Optional: Use the pictures or the title to set the scene. Go over the instructions and pre-teach unknown vocabulary that is essential for the activity. Play the audio. Have students listen and do the first activity. Have students check answers with a partner.
- Go over the instructions. Play the audio again and have students listen and do the second activity. Go over the answers with the class.

## Reading

The readings in *Four Corners* reflect the real world, both in terms of content and text type (with a special emphasis on electronic types, such as blogs, ads, online articles, webpages, etc.) Making students familiar with these real-world readings may help students to feel confident to read outside the classroom.

The readings, found in Lesson D, also draw upon a variety of integrated skills. The prereading and postreading exercises promote speaking. Texts are recorded on audio, so you can ask students to listen and read along. Importantly, the readings provide a lead-in to the *Writing* sections, which follow them.

### Teaching Notes

- Introduce the topic of the reading, and use the discussion questions to activate background knowledge. Pre-teach vocabulary.
- Go over the instructions. Have students read silently and do the activity. Then go over the answers.
- Go over the instructions. Have students read again, this time in more detail, and do the activity. Go over the answers with the class.
- Model the postreading activity. Have students discuss the topic in pairs.

## Writing

The writing activities in *Four Corners* contain practical outcomes, for example, writing a thank-you note or a blog entry about a movie. Since many students find writing difficult, even in their own language, the *Writing* section in Lesson D provides practice on how to write. Guidance includes a writing model and practice of target language from the unit, and a set of initial questions to help them with content. The activity usually encourages students to share their work.

### Teaching Notes

- Go over the instructions and model the activity. Have students complete the activity.
- Have students read the writing model. Show how the questions in Part A are answered in the text. Have students write a similar text, using their notes from Part A. Ask students to share their work with other students and complete the task.

## Speaking and Keep talking

The grammar, functional language, and vocabulary learned so far in the unit are only a means to an end. Students need to use them successfully to *communicate*. For this reason, the *Speaking* activities in Lessons A–D enable students to practice communicating in a real-world context – through role plays, information gaps, interviews, surveys, discussions, and so forth. Importantly, these *Speaking* activities lead students to the lesson “outcome”: a “can do” statement. On successful completion of the *Speaking* activity in Lessons A–D, students check the “can do” statement.

Speaking is addressed in every lesson of *Four Corners*. However, the speaking practice varies in purpose and focus. In Lessons A–C, for example, the students practice using new grammar, vocabulary, and functional language accurately in a real-world situation. In contrast, the ability to speak fluently is developed in the culminating speaking activity in Lesson D, and the *Keep talking* activity (Lessons A and C) provides freer speaking practice for students in pair or group settings.

### Teaching Notes

Model the activity with the students. Remind students to ask follow-up questions and to show interest in their partner’s comments. Students work in pairs or groups to complete the activity. As you monitor the class, offer help and encourage students to keep talking. Also, take notes of errors you hear students make in the use of the target language, and encourage students to correct them at the end of the speaking activity.

## Wrap-up

The unit *Wrap-up* consists of two sections: *Quick pair review* and *In the real world*. The *Quick pair review* provides students with an opportunity to consolidate what they learned in the unit through lively pair-work activities, e.g., *Brainstorm*, *Do you remember?*, *Find out!*, *Guess!*, or *Test your partner*. The *Quick pair review* activities can be written or spoken.

*In the real world* encourages students to find examples of the target language from the unit in the real world outside the classroom. Students are actively encouraged to use sources of English such as movies, magazines, TV, the Internet, and books to learn more about a topic of interest.

# Essential teaching tips

## Classroom management

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### Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well!

### Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., *Maria, work with Javier*.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

### Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, *Do you understand?* Instead ask concept questions such as, *Are you going to speak or write when you do this activity?*

## Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

## Teaching intermediate level students

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- Recycle grammar and vocabulary taught in the previous levels and then add to students' existing knowledge.
- Create interesting contexts that will encourage students to use the language that they are learning to motivate them to speak.
- Encourage students to use monolingual English dictionaries in class or when they work independently.
- Encourage students to practice and review target language by doing activities in the Workbook and Self-study CD-ROM.
- Use the *Extra activity* boxes within the procedural notes of this Teacher's Edition to add variety to your lessons.

## Teaching reading and listening

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- *Reading* and *Listening* texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the *purpose* of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.

**A more comprehensive list of teaching tips can be found on the *Four Corners* Teacher Support website: [www.cambridge.org/fourcorners/teacher](http://www.cambridge.org/fourcorners/teacher)**

# Core series components

*Four Corners* has a variety of core components to help you and your students meet their language learning needs. Here is a list of the core components.

COMPONENT	DESCRIPTION
<b>Student's Book with Self-study CD-ROM</b>	<p>The Student's Book is intended for classroom use and contains 12 ten-page units. <i>Keep talking</i> activities for additional speaking practice are included after the 12 units.</p> <p>The Self-study CD-ROM provides additional vocabulary, grammar, functional language, pronunciation, listening, and video-viewing practice.</p>
<b>Class Audio CDs</b>	<p>The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.</p>
<b>Teacher's Edition with Assessment Audio CD / CD-ROM</b>	<p>The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes:</p> <ul style="list-style-type: none"> <li>• Page-by-page teaching notes with step-by-step lesson plans</li> <li>• Audio scripts, video scripts, and answer keys for the Student's Book and Workbook</li> <li>• Photocopiable video activity sheets</li> <li>• Video teaching notes</li> <li>• Language summaries for each Student's Book unit's grammar, vocabulary, and functional language</li> <li>• A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats</li> </ul>
<b>Workbook</b>	<p>The Workbook's eight-page units can be used in class or for homework. Each unit provides students with additional vocabulary, grammar, functional language, and reading practice.</p>
<b>DVD</b>	<p>Videos for each unit provide further practice of the unit's vocabulary, grammar, and functional language in a real-world context and serve as models for students to make their own videos.</p>
<b>Classware</b>	<p>Classware presentation software can be used on an interactive whiteboard with portable interactive software technology, or with a computer and projector. This software is intended for classroom use and presents the Student's Book, audio, and video.</p>

For a complete list of components, visit [www.cambridge.org/fourcorners](http://www.cambridge.org/fourcorners) or contact your local Cambridge University Press representative.

# Walkthrough

## of the Student's Book

Every unit in *Four Corners* contains four lessons, each of which has its own **learning outcome** and culminates in a **personalized speaking activity**.

**Warm-up** Each unit begins with a *Warm-up* page that previews the language of the unit and introduces students to the unit theme.

unit **10**

# Perspectives

LESSON A	LESSON B	LESSON C	LESSON D
<ul style="list-style-type: none"><li>• Three-word phrasal verbs</li><li>• Reported statements</li></ul>	<ul style="list-style-type: none"><li>• Changing the topic</li><li>• Returning to a topic</li></ul>	<ul style="list-style-type: none"><li>• Verbs + prepositions</li><li>• Reported <i>yes/no</i> questions</li></ul>	<ul style="list-style-type: none"><li>• Reading: "The Proust Questionnaire"</li><li>• Writing: Questionnaire results</li></ul>

**Warm-up**



**A** Look at the pictures. What do you see? What is the most unusual perspective?  
**B** Do you always see things the same way as your friends?

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Do you always see things the same way as your friends?

**Unit preview**

- Highlights the language and topics presented in each lesson

**Warm-up**

- Introduces the overall topic in a creative context in order to activate schema and create interest in the topic
- Offers opportunities for personalized discussion

**Lesson A** presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

### Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Uses illustrations, photos, definitions, and activities to aid comprehension

### Language in context

- Previews the meaning and use of the target grammar in a variety of contexts
- Recycles target vocabulary
- Provides personalized oral practice

## A A traffic accident

### 1 Vocabulary Three-word phrasal verbs

**A** Match the statements in columns A and B. Then listen and check your answers.

- |  |   |
|--|---|
| <b>A</b>   | <b>B</b>  |
| 1. I like to <b>catch up with</b> friends online. _____              | a. I really respect him.                              |
| 2. I can <b>come up with</b> imaginative ideas. _____                | b. We chat several times a week.                      |
| 3. I <b>look up to</b> my father. _____                              | c. I'm a very creative person.                        |
| 4. I <b>get along with</b> everybody. _____                          | d. The police should give more tickets.               |
| 5. It's hard to <b>keep up with</b> my friends. _____                | e. People think I'm very friendly.                    |
| 6. I think that too many people <b>get away with</b> speeding. _____ | f. We don't have time to get together.                |
| 7. I cannot <b>put up with</b> people who lie. _____                 | g. I change the oil every six months.                 |
| 8. I try to <b>take care of</b> my car. _____                        | h. I love to sleep late on weekends.                  |
| 9. I always <b>look forward to</b> Sunday mornings. _____            | i. I get very angry when people don't tell the truth. |

**B Pair work** Which statements in Part A are true for you? Discuss your answers.

*"It's hard to keep up with my friends. I have a lot of friends because I get along with everybody."*

### 2 Language in context Whose fault was it?

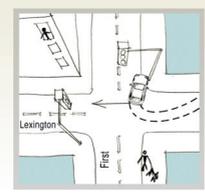
**A** Read the traffic accident report that the police officer wrote. What did the witness see?

#### Traffic Accident Report

Mrs. Fran Perry, 35, hit a traffic light pole on the corner of First and Lexington at 6:45 this evening. She said she had turned quickly to avoid a dog. The pole was not damaged, but her car had a broken light. She said she would take care of it right away.

Mr. Jerry Thomas, 62, told an officer he'd seen the accident from his bedroom window. He saw a man who had taken his dog off its leash. He said the driver had been on her cell phone.

Both the driver and the witness said that they would come in and make a full statement.



**B** What about you? Who do you feel is more responsible for the accident – the driver or the dog owner? Why?

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### 3 Grammar Reported statements

Use reported speech to tell what a speaker has said without using the person's exact words. When using reported speech, you often have to change pronouns and the tense of the verb.

Direct speech	Reported speech
"I am in a hurry."	She <b>told me</b> (that) she was in a hurry.
"I am telling the truth."	She <b>told me</b> (that) she was <b>telling</b> the truth.
"I have an appointment."	She <b>told me</b> (that) she <b>had</b> an appointment.
"I saw the accident."	He <b>said</b> (that) he <b>had seen</b> the accident.
"The dog has disappeared."	He <b>said</b> (that) the dog <b>had disappeared</b> .
"We will make a statement."	They <b>said</b> (that) they <b>would make</b> a statement.

**A** Complete the report with *said* or *told*. Then compare with a partner.

#### Car Accident on Main St.

Last night, Darren Jones, 18, was riding his bicycle when a car suddenly stopped in front of him. He crashed his bicycle into the car. Darren \_\_\_\_\_ police that he hadn't seen it stop. He \_\_\_\_\_ police he was sorry, but he \_\_\_\_\_ it hadn't been his fault. The driver, Lacey Reed, 45, \_\_\_\_\_ that she had stopped because a man was crossing the road. A witness, James Lee, 68, \_\_\_\_\_ police he had seen everything. Everyone \_\_\_\_\_ they would make a formal report.

**B** Rewrite these sentences. Use reported speech. Then compare with a partner.

- Lacey said, "I want to call my husband." *Lacey said she wanted to call her husband.*
- Darren told me, "It's not my fault." *Darren told me \_\_\_\_\_*
- James told me, "I heard a loud crash." \_\_\_\_\_
- James said, "I have seen accidents here before." \_\_\_\_\_
- Lacey told me, "I'll take care of the bills." \_\_\_\_\_

### 4 Speaking What did he say?

**A** Choose one question. Write the answer in one sentence.

- What do you do to catch up with your friends?
- What are you looking forward to doing?
- How do you keep up with the news?

**B Group work** Whisper your sentence to the person on your right. That person whispers your sentence to the person on the right. Continue until the sentence is reported back to you. Was it your sentence, or was it different?

- I'm looking forward to graduating next year.
- Jason told me he was looking forward to graduating next year.
- Maria said that Jason was looking forward to . . .

### 5 Keep talking!

Student A go to page 144 and Student B go to page 146 for more practice.

I can report what people say.

unit 10

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### Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from the *Language in context*
- Includes controlled and personalized practice of the target grammar

### Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

### Can-do

- Presents a clear and measurable learning outcome
- Helps assess progress
- Appears at the end of every lesson

**Lesson B** presents the unit's functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific "can do" statement.

## B As I was saying, . . .

### 1 Interactions Changing and returning to the topic

**A** Do you enjoy sports? Which do you prefer, watching sports live or on TV? Why? Have you ever disagreed with a referee's call?

**B** Listen to the conversation. What topics are they discussing? Then practice the conversation.

Maria: I don't believe it!  
 Kate: What?  
 Maria: He used his hands. That goal shouldn't have counted.  
 Kate: Are you sure he used his hands?  
 Maria: He did. I saw it clearly.  
 Kate: That reminds me, did you see the game last weekend? I didn't see it, but my brother told me that the same player had scored the winning goal. They won 3-0.  
 Maria: No, I missed it. But as I was saying, I don't think that was a real goal.  
 Kate: Maybe the referee just didn't see it. I know it happens sometimes.  
 Maria: That's possible. Referees are only human, after all.



**C** Read the expressions below. Complete each box with a similar expression from the conversation. Then listen and check your answers.

#### Changing the topic

By the way, . . .  
 I just thought of something.

#### Returning to a topic

To finish what I was saying, . . .  
 To get back to what I was saying, . . .

**D** Number the sentences from 1 to 6. Then practice with a partner.

- **A:** I know. It was. I wish I could go to the game next Sunday, but I don't have tickets. And I have to —
- **A:** I can't. Because to finish what I was saying, I have to study all weekend.
- **A:** Did you see the soccer game last night?
- **B:** I did. I watched it on TV. It was awesome.
- **B:** That's too bad. But I have tickets for the game the following weekend, too. Want to go then?
- **B:** Hang on. I just thought of something. I have two tickets! Want to go?

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### Interactions

- Introduces practical functional language that students can use in real life
- Focuses on language that helps students sound more like native speakers

### Pronunciation

- Provides practice on pronunciation issues related to the target language in the lesson
- Focuses on aspects of pronunciation such as word stress, sentence stress, reductions, intonation, and individual sounds

### Listening

- Helps students develop listening skills and build confidence
- Provides practice in "top-down" (listening for the gist of the information) and "bottom-up" (listening for detailed information) listening

### Speaking

- Provides a communicative task that enables students to personalize the new functional language
- Relates directly to the learning outcome

### 2 Pronunciation Linked vowel sounds with /w/ and /y/

unit 10

**A** Listen and repeat. Notice how vowel sounds at the beginning and end of words are linked with a /w/ sound or a /y/ sound.

know /w/ jf    do /w/ jt    go /w/ ver    say /y/ anything    see /y/ jt    I /y/ am

**B** Listen. Write /w/ or /y/ over the linked sounds. Then practice with a partner.

pay /w/ any    how /w/ exactly    be /y/ in    too /y/ old    no /y/ one    who /y/ is

### 3 Listening Sports talk

**A** Listen to three conversations between Alex and Celia. What do they begin to discuss in each conversation? Check (✓) the answers.

What do they begin to discuss?	What is the topic changed to?
1. <input type="checkbox"/> extreme sports <input type="checkbox"/> the dangers of sports	
2. <input type="checkbox"/> sports on TV <input type="checkbox"/> the Olympics	
3. <input type="checkbox"/> sports fads <input type="checkbox"/> sports fans	

**B** Listen again. What is the topic changed to in each conversation? Write the topics in the chart.

### 4 Speaking Stick to the topic.

**A** Choose one of these topics or another topic related to sports. Prepare to talk about it for at least a minute.

extreme sports    a great team  
 ads in sports    sports equipment  
 benefits of sports    sports fads  
 a great athlete    sports fans



**B Group work** Take turns. Discuss your topic. The other students keep trying to change the topic. Return to your topic each time.

- A:** I think snowboarding is an amazing extreme sport.
- B:** I agree. You know, that reminds me, did you see the ice skating at the Olympics this year?
- A:** Um, no. I couldn't watch the games. But as I was saying, snowboarding is really . . .

I can change and return to the topic.

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**Lesson C** presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can-do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

### Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Provides personalized speaking practice using the target vocabulary

### Conversation

- Previews the meaning and use of the target grammar in the context of a conversation
- Recycles target vocabulary
- Provides structured listening and speaking practice

## C There's always an explanation.

### 1 Vocabulary Verbs + prepositions

**A** Match the verbs and the prepositions. Add the verbs to the chart. Then listen and check your answers.

believe	depend	forget	participate	rely
decide	dream	hear	plan	worry
	about		on	in

**B Pair work** Complete these questions with the correct prepositions. Ask and answer the questions. Do you see things the same way?

- Do you believe \_\_\_\_\_ UFOs?
- Who do you rely \_\_\_\_\_ the most?
- What do you plan \_\_\_\_\_ doing in the future?
- What's the most important news event you have heard \_\_\_\_\_ recently?
- What did you dream \_\_\_\_\_ last night?
- Do you participate \_\_\_\_\_ any community organizations?

### 2 Conversation Strange behavior

**A** Listen to the conversation. Who do you think Chad is?

Gina: I'm worried. Chad's been acting strangely.

Marissa: What do you mean?

Gina: Well, I asked him if he wanted to see a movie on Friday. He told me he couldn't, but he wouldn't say why.

Marissa: That's odd.

Gina: Then last night he asked me if I was free for dinner on Saturday and if I'd ever been to Michel's.

Marissa: I've heard about Michel's. It's one of the nicest places in town.

Gina: I know. We never go to places like that. We usually just get a pizza and sodas as takeout.

Marissa: Well, I wouldn't worry about it. Just enjoy your dinner.

**B** Listen to a phone conversation between Marissa and Chad. What did Chad do on Friday night? What's he planning on doing on Saturday night?



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### 3 Grammar Reported yes/no questions

Use reported yes / no questions to tell what a speaker has asked without using the person's exact words. When using reported yes / no questions, you often have to change pronouns and the tense of the verb.

Direct questions	Reported questions
"Are you free for dinner?"	He asked me if I <b>was</b> free for dinner.
"Are you having a good day?"	He asked me if I <b>was</b> having a good day.
"Do you want to see a movie?"	He asked me if I <b>wanted</b> to see a movie.
"Did you speak to your mother?"	He asked me if I <b>had spoken</b> to my mother.
"Have you been to Michel's?"	He asked me if I <b>had been</b> to Michel's.
"Will you marry me?"	He asked me if I <b>would</b> marry him.

Rewrite the questions. Use reported questions. Then compare with a partner.

- Marissa asked Chad, "Have you spoken to Gina yet?"  
*Marissa asked Chad if he had spoken to Gina yet.*
- Marissa asked Chad, "Are you planning on asking Gina to marry you?"
- Marissa asked Chad, "Are you worried about Gina's answer?"
- Chad asked Marissa, "Will Gina say yes?"
- Gina asked Marissa, "Do you believe in love at first sight?"
- Marissa asked Gina, "Did you dream about the perfect wedding as a child?"
- Marissa asked Gina, "Have you already decided on a wedding date?"

### 4 Speaking Ask me anything!

**A Class activity** Imagine you are someone famous. Walk around the class. Find out who your classmates are. Ask and answer yes/no questions.

- A: Hello. I'm Prince William.  
B: Can I ask you a question? Do you participate in any charities?

**B Group work** Report the most interesting questions and answers.

"Francesca asked me if I participated in any charities. I told her I participated in a lot of charities – especially ones that work with world hunger."



### 5 Keep talking!

Go to page 145 for more practice.

I can report what people ask.

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### Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from *Conversation*
- Includes controlled and personalized practice of the target grammar

### Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

**Lesson D** develops students' reading and writing skills. The unit-ending speaking activity promotes personalization and fluency.

## D Thoughts, values, and experiences

### 1 Reading

- A** What questions do you ask to get to know someone?  
**B** Read the questionnaire. Which answers tell you that Allie is a friendly person?

#### THE PROUST QUESTIONNAIRE

The Proust Questionnaire is based on a game created in the early 1890s. Marcel Proust, a French writer, believed that the answers could show a lot about people's thoughts, values, and experiences.

We asked 15-year-old Allie Davis to answer our questions. What do you think the answers tell us about Allie and teenagers today?

**What is your idea of perfect happiness?**  
Doing what you want with your life.

**What is your greatest fear?** Snakes.

**What trait do you most dislike in others?**  
When people steal all the attention.

**What is your favorite journey?**  
The one where you don't know the destination.

**Which word do you most overuse?**  
I use "SRSLY" too much when I text my friends.

**What is your greatest regret?**  
Not taking more risks.

**What or who is the greatest love of your life?**  
My friends.

**When and where are you happiest?**  
When I'm with people that I love, and when I'm getting something done in time.

**What talent would you most like to have?**  
Being an amazing dancer.

**What is your current state of mind?**  
Can't wait till summer!

**What do you consider your greatest achievement?** Meeting my friends.

**What is your most valued possession?**  
My cell phone.

**What is your most noticeable characteristic?**  
My height.

**What is the quality you most admire in a man?**  
Being a quick thinker.

**What is the quality you most admire in a woman?**  
Confidence.

**What do you most value in your friends?**  
The fact that they know me really well and always try to make me have a great time.

**Who is your favorite hero of fiction?**  
Scout from *To Kill a Mockingbird*.

**Who are your heroes in real life?**  
Oprah Winfrey, Audrey Hepburn, and Sofia Coppola.

**What is your motto?**  
Live for yourself.



- C** Read the questionnaire again. Find this information about Allie. Complete the chart.

1. three women she admires	_____
2. a talent she'd like to have	_____
3. something she's looking forward to	_____
4. what would make her happy	_____
5. an answer that shows she texts a lot	_____

- D Pair work** Is Allie a typical teenager? How is she the same or different from teenagers that you know? Discuss your ideas.

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### Reading

- Uses a variety of real-world text types
- Develops a variety of reading skills, such as skimming, scanning, and deducing meaning from context
- Promotes personalized discussion

### Listening

- Provides multiple activities that aid listening comprehension
- Presents culturally diverse contexts that help students enhance their knowledge of the world

### Writing

- Provides a variety of real-world text types, such as emails, postcards, and notes
- Provides prewriting steps to help students organize their thoughts before they write
- Provides a model writing sample

### Speaking

- Provides communicative activities that develop oral fluency
- Helps students use all the language they have learned to express themselves
- Relates directly to the learning outcome of the lesson

### 2 Listening Justin's turn

unit 10

- A** Listen to Allie ask her friend Justin some of the questions from Exercise 1. Number them from 1 to 5 in the order she asks them.

Questions	Answers
<input type="checkbox"/> What is your greatest fear?	
<input type="checkbox"/> What is your idea of perfect happiness?	
<input type="checkbox"/> What word do you most overuse?	
<input type="checkbox"/> What is your current state of mind?	
<input type="checkbox"/> What is your greatest regret?	

- B** Listen again. Write Justin's answers.

### 3 Writing Questionnaire results

- A** Choose any two questions from Exercise 1, and write them in the chart. Think about your answers. Then ask each question to two classmates and write their answers.

Questions	Name: _____	Name: _____
1.		
2.		

- B** Write about the questionnaire results in Part A. Use the model to help you.

*Questionnaire Results*  
*The three of us have very different regrets. Eun-ju said her greatest regret was quitting piano lessons. Antonio said that his was not listening to his grandfather's advice. I think my greatest regret is something I said to my brother once. . . .*

- C Group work** Share your writing with your classmates.

### 4 Speaking Imagine that!

- A** Look at the questionnaire below. Think about your own answers.

- If you could have one superpower, what would it be?
- What famous person do you think you look like?
- What song title best describes your feelings about life?
- If you could be any animal for a day, what would you be?
- If a movie were made about your life, what would the title be?

- B Pair work** Ask your partner the questions in Part A. Write the answers.

- C Group work** Report the most interesting information you found out.

*I can discuss thoughts and values.*

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**Wrap-up** Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

### Wrap-up

#### Quick pair review

- Provides a quick review of each lesson's vocabulary, grammar, and functional language through lively pair-work activities

## Wrap-up

### 1 Quick pair review

**Lesson A Test your partner!** Say four sentences to your partner using direct speech. Can your partner say the sentences using reported speech? Take turns. You and your partner have one minute.

A: My sister will take good care of my dog.  
B: You told me that your sister would take good care of your dog.

**Lesson B Do you remember?** Complete the expressions for changing a topic and returning to a topic. Circle the correct words. You have one minute.

1. I back / just thought of something.
2. By the way / what, I saw a concert on Friday.
3. That says / reminds me, are you driving to work tomorrow?
4. As I was saying / finishing, I look up to my teachers. They work very hard.
5. To finish way / what I was saying, let's have Chinese food.
6. To get me / back to what I was saying, Carly gets along with everybody.

**Lesson C Find out!** Who is one person both you and your partner depend on? worry about a lot? have heard about recently in the news? plan on visiting soon? You and your partner have two minutes.

A: I depend on my brother. He's older and knows a lot of things. What about you?  
B: I don't have a brother. But I depend on my father. Do you?  
A: Yes, I do.

**Lesson D Give your opinion!** Who are people that you could describe using these phrases? You have two minutes.

a talented athlete	_____	an amazing singer	_____
a hardworking actor	_____	a quick thinker	_____
a friendly teacher	_____	a confident woman	_____

### 2 In the real world

Whose side are you on? Go online and find information in English about one of these topics. Then write about it. What do people think about it? What do you think?

art made from recycled trash  
extreme sports  
hybrid cars  
reality shows

**Trash Art**  
Many people think art made from recycled trash is good for the environment. Other people think it's ugly. I agree with both opinions. It is good for the environment, but it's usually ugly!

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### Wrap-up

#### In the real world

- Encourages students to take their learning outside the classroom by using the web or real-world texts
- Encourages students to write about the information they find

## unit 10 Lesson A

### Find the differences.

#### Student A

**A Pair work** You and your partner have a picture of the same accident. Tell your partner what the witnesses said in your picture. Your partner will report what other witnesses said. Find four differences in their reports.



The driver didn't stop at the light. I saw the light turn red. The driver wasn't on his cell phone. It's the driver's fault.

I heard a loud scream. There have been other accidents at this corner. The accident happened at 10:30.

The bicyclist waved to someone on the sidewalk. She had a large pizza in one hand. It's the bicyclist's fault.

- A: Peter told the police officer that the driver hadn't stopped at the light.  
B: Jan also said he hadn't stopped at the light. She said that she'd seen the light turn yellow.  
A: But Peter told the police officer he'd seen the light turn red. So that's different.
- B Pair work** Who do you think are the most reliable witnesses? the least reliable? Why? Whose fault was it – the driver's, the bicyclist's, or both? Why?

144 Keep talking!

### Keep talking

- Provides additional speaking practice expanding on the topic, vocabulary, and grammar of the lesson
- Promotes fluency through a range of enjoyable communicative activities

# Walkthrough

## of the Teacher's Edition

The Teacher's Edition provides complete support for teachers who are using *Four Corners*. It contains comprehensive teaching notes for the units in the Student's Book, accompanied by suggestions on how to incorporate Classware into every unit. It also contains Workbook answer keys, class audio and video scripts, photocopyable video activity sheets, video teaching notes, and language summaries for every unit. Here are selected teaching notes for a sample lesson from *Four Corners* Level 1.

**LESSON B overview**  
**Interactions:** Changing and returning to the topic  
**Pronunciation:** Linked vowels with /w/ and /y/  
**Listening:** Three conversations about sports  
**Speaking:** Discussion about sports

**1 Interactions Changing and returning to the topic**  
**Learning objective:** Change and return to the topic.

**A**

- Read each question and elicit answers from the class. Ask Ss which sports they like to watch. If they have disagreed with a referee's call, ask them to explain what happened.
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

**Answer**  
 They are discussing two different soccer games.

- Have Ss practice the conversation in pairs, then change roles and practice again.

**Classware:** Disappearing dialogue page xviii  
 After doing Part B, follow the steps for Disappearing dialogue to practice expressions for changing and returning to the topic.

**C** (CD 3, Track 20)

- Go over the instructions.
- Have Ss read the expressions in the boxes.
- Explain that the expressions in the first box are a way of making a change of topic more polite. Without some kind of signal, a change of topic can appear rude, as if the person weren't paying attention to the conversation.
- Explain that the expressions for returning to a topic indicate that the speaker had not completed his or her thought. These expressions highlight the fact that the speaker was interrupted, especially *To finish what I*

**2 Pronunciation Linked vowel sounds with /w/ and /y/**  
**Learning objective:** Focus on linked vowel sounds with /w/ and /y/.

**A** (CD 3, Track 21)

- Go over the instructions. Explain that Ss will hear a /w/ sound even though no w is present, as in *do it*.
- Play the audio. Have Ss listen, paying particular attention to the linked sound.
- Play the audio again. Have Ss listen and repeat.

**B** (CD 3, Track 22)

- Go over the instructions.
- Play the audio. Have Ss listen and write /w/ or /y/ over the linked sounds.
- Go over the answers with the class.
- Have Ss practice the words in pairs.

**Classware Tip**  
 Before class, zoom Lesson B, Exercise 1, Part B, and highlight the following pairs: *he used to*; *and it*; *now it*; *save*. In class, after doing Exercise 2, Part B, open the saved section. Have Ss look at the sounds and determine if the linked sound is /y/ or /w/. Have Ss come to the board and mark the different sounds. Repeat the sounds as a class. Have Ss work in pairs and practice the conversation again focusing on linked sounds.  
 Answers: 1. y 2. w 3. y 4. w

**3 Listening Sports talk**  
**Learning objective:** Develop skills in listening for gist and for specific information.

**A** (CD 3, Track 23)

- Set the scene. Two people are having a discussion about sports. They begin each conversation with one topic and then switch to another.
- Go over the instructions.
- Play the audio. Have Ss listen and check the topic that Alex and Celia begin to discuss for each conversation. Tell Ss not to worry about the second column yet.

**B** (CD 3, Track 23)

- Go over the instructions.
- Play the audio again. Have Ss listen and write what each topic is changed to in the chart.

**Additional practice**  
 For more practice, use:  
 Workbook page 76  
 Self-study CD-ROM Lesson B

T-07 Unit 10 Perspectives  
 1-81 Unit 10 Perspectives

### Teaching notes

- Lesson overview provides a breakdown of each lesson and includes the target language and skills presented in each lesson
- Includes Learning objectives for each activity
- Provides step-by-step lesson plans
- Suggests Extra activities for expansions and alternative presentations
- Provides Vocabulary definitions
- Provides Culture notes to give teachers more context about the topic in the lesson

### Classware

- Each Classware box suggests an activity type that best suits the lesson content. A multi-step description of each activity appears on pages xxvii–xxxii
- Each Classware Tip box contains additional instructions for a quick activity utilizing the different functionalities of Classware to explore lesson content

### Additional practice

- Provides suggestions for more practice in the Workbook and Self-study CD-ROM

# Walkthrough

## of the Workbook and Self-study CD-ROM

Four Corners provides students with many additional opportunities to practice the language taught in the Student's Book on their own or in the classroom or lab with the Workbook and Self-study CD-ROM in the back of the Student's Book.

### Workbook

The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice

### C There's always an explanation.

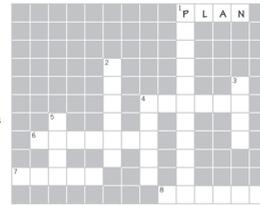
1 Complete the puzzle and the sentences with the correct verbs.

Across

1. I don't \_\_\_\_\_ on going to the restaurant with you tonight. It's too expensive.
4. We can't \_\_\_\_\_ on a dress. Do you like the blue one or the red one?
6. I don't \_\_\_\_\_ in UFOs, but my brother thinks they are real.
7. I never \_\_\_\_\_ about my problems. It always seems to be OK in the end.
8. You can \_\_\_\_\_ on me. I'll help you with anything.

Down

1. Carmela doesn't \_\_\_\_\_ in many sports, but she plays tennis with her family.
2. Don't \_\_\_\_\_ about your mother. You have to pick her up at the airport today.
3. Nick can \_\_\_\_\_ on his sister. She is always helpful when he needs her.
4. I didn't \_\_\_\_\_ about anything while I was sleeping last night.
5. Did you \_\_\_\_\_ about Brendon? John said that he was going to Spain!



2 Answer the questions with your own information.

Example: *I worry about my classes...* or *I worry about my children...*

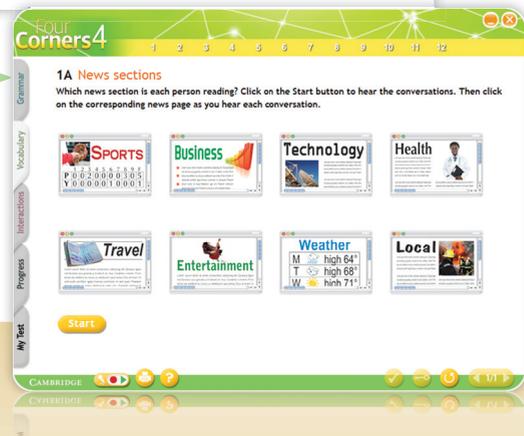
1. What or who do you worry about? \_\_\_\_\_
2. What sports do you participate in? \_\_\_\_\_
3. Who can you depend on? \_\_\_\_\_
4. What do you plan on doing this weekend? \_\_\_\_\_
5. What have you dreamed about more than once? \_\_\_\_\_

Unit 10 Lesson C 77

### Self-study CD-ROM

The Self-study CD-ROM in the Student's Book provides additional interactive practice. It contains

- vocabulary exercises
- grammar exercises
- listening exercises
- functional language practice
- pronunciation practice
- video comprehension practice
- word lists
- grammar reference
- functional language reference
- interactive quizzes
- a progress chart



# Introduction to the Video Program

## Video Program

The *Four Corners* Video Program is an exciting and dynamic supplementary video program. The program consists of a variety of entertaining videos, each designed to be watched after the Student's Book unit has been taught. As a complement to the Student's Book, each of the 12 videos provides further practice of that unit's grammar, vocabulary, and functional language in a natural, real-life context. Students have the opportunity to see and hear conversational language from the Student's Book come to life in engaging and lively situations. The videos also feature close-captioned subtitles to aid in understanding as *students listen and read simultaneously*.

The *Four Corners* Video Program presents home movies, how-to's, interviews, and commercials that serve as a model for students to make their own **Action Videos**. The *Four Corners* videos are short – three to five minutes long – and provide realistic examples for students to imitate as they go beyond the Student's Book to create their own personalized videos. This familiar style of video provides a powerful motivation for students to master the new topics, grammar, and vocabulary in order to put their English into practice. And the **Action Videos** allow teachers a concrete way to assess students' oral learning.

## Video Activity Sheets

The *Video Activity Sheets* correspond to each of the 12 video segments and are designed to facilitate effective use of the *Video Program* in the classroom. Each two-page unit includes pre-viewing, viewing, and post-viewing activities that provide students with step-by-step support and guidance in understanding the events and language of the video segment. Before You Watch activities introduce the context, characters, and vocabulary necessary to understand the video. The While You Watch section contains easy-to-complete activities to get students to pay attention to the important facts and events while watching the video. The After You Watch section contains comprehension activities that allow teachers to confirm their students understood the main points of the video and personalization activities that expand the spoken language from the Student's Book. The *Video Activity Sheets* are provided in the Teacher's Edition for teachers to photocopy.

## Video Teaching Notes

The *Video Teaching Notes* provide teachers with short summaries of the video and language points, and step-by-step instructions and optional teaching ideas to complete the photocopyable *Video Activity Sheets*. The *Video Teaching Notes* also include a brief summary of the **Action Video** assignment for each unit.

## Action Video Teaching Notes

The *Action Video Teaching Notes* provide teachers with step-by-step instructions and ideas for students to make their own videos. The notes are structured into Planning, Making, and Sharing sections to help students engage with the Student's Book language as they create their own videos. Instructions are rich with language prompts, optional ideas, and activities for individual students, pairs, and small groups.

## Additional techniques for teaching video

### Picture-only viewing

Playing the video with the sound off makes students pay attention to the visual information on the screen and engages their imagination to complete activities. Types of videos with a rich background and a lot of activities are well suited to silent viewing.

- **Say the words** For a video with a lot of vocabulary words in it or a sequence of events, play the video with the sound off. Have students list the things they can see.
- **What's my line?** Play a short scene with two or more characters. Choose a scene that is rich with emotion, facial expressions, and gestures. Have pairs of students write what they think the dialogue is for the scene. Then play the video to check their predictions.
- **What's happening?** Choose a scene or two that shows a setting and a lot of action. Write a 4 *Wh-* chart on the board:

Who	Where	When (time of day)	What

Have Ss complete the chart.

- **What happens next?** Choose a video with a sequence of events or actions. Play the first half of the video and then stop at a point where there could be several outcomes. Have students guess what will happen next. Write their ideas on the board. Play the scene again and check how many correct ideas there were.

### Sound-only viewing

Playing the video with the sound on but the picture off makes students pay attention to the spoken information they hear. Types of videos in which the character has an expressive voice or which contain a specific language function are a good choice for these activities. Students should not have watched the video beforehand.

- **Describe the scene** Choose a scene that is rich in dialogue and background. Write information questions on the board.

*How many people are in the scene? How many men?*

*How many women?*

*Where are they?*

*What are they doing?*

*How are they feeling?*

Play the scene and have students listen and answer the questions.

- **Describe the person** Choose a scene in which the character has several lines. Play the scene, and then elicit words to describe the character's personality and appearance on the board. Play the video to see how closely the students' descriptions match the character.

### Normal viewing with subtitles

Playing the video normally, with the sound and picture, allows students to pay attention to both the visual and spoken information in the video. Many of the activities involve stopping and replaying video at a critical point so that information can be elicited.

- **Repeat the lines** This is useful to give Ss practice with vocabulary, expressions, and intonation patterns. Play a scene up to the appropriate point, stop the video, and have Ss repeat and mimic the speakers as closely as they can. Then replay the line(s) again, several times for Ss to master it.
- **Freeze frame** This is an excellent activity for checking comprehension. Choose a scene with one or more important actions or language points. Play the scene, pause at the critical point, and then ask students a question. For example, have students describe what is happening or has happened in a scene, describe the characters (who they are or how they are behaving), or have them note details about the setting or predict what will happen next.
- **Subtitle answer check** Use the video to check answers for information gap questions from the Activity Sheets. After Ss have completed the Activity Sheet section, turn on the subtitles and play the conversation again, having Ss read the subtitles to check their answers.
- **What happens next?** For more complex video segments, this activity, described previously in the Picture-only viewing section, can also be done with the sound and subtitles on.
- **Role play** Choose a scene with two or more speaking characters. Tell students that they will watch the video and then role-play the conversation. Assign characters. Play the video at least twice. Then have students practice the role play and perform it in pairs, groups, or for the class. Give students a copy of the script for support, if necessary.

- **A new ending** After viewing a video, have pairs or small groups of students script a new and different ending that rewrites the final scene or creates a new scene of what would happen next. Have students write their script and then perform it for the class. This can also become an **Action Video** assignment if your students enjoy role-playing.

## Action Video viewing

After students have viewed the unit video and completed the *Video Activity Sheet*, they are ready to create their own **Action Video**. Use these techniques with the class during the Planning and Sharing stages. Remind students that their videos can be simpler and shorter than the *Four Corners* videos.

### Planning

- **Outline** This is useful if students are having difficulty during the planning stage and to help them understand the genre of video they are going to make. With the class, fast forward through the video, pausing at each critical point to list the elements of the video's structure. For example, list the questions interviewers asked, the number of slides presented in a video diary, or for a narrative, note the number of characters, scenes, and/or settings.

### Sharing

If it's appropriate, you can treat the students' **Action Videos** as additional course content and use the teaching techniques listed above with the videos, for example: stopping to ask *What happens next?*

- **News report** This is an excellent activity for practicing reported speech. Have pairs of students create and give a news report about one of their classmates' videos. For example, pairs can give a news report about what they saw in someone's daily routine video: John went to work in the morning. He said he usually takes the bus, but that day he walked. We asked John why he walked . . . Other styles of reports are movie reviews and opinion pieces.
- **Student-created worksheets** Have pairs produce an oral quiz about their video. Play their video for the class and then have students quiz their classmates on what they saw.

# Walkthrough

## of the DVD, Video Activity Sheets, and Video Teaching Notes

Four Corners presents an exciting video program that provides students with extra practice of the Student's Book vocabulary, grammar, and functional language through real-life context videos. Photocopiable video activity sheets in the Teacher's Edition provide structured activities for classroom use. Video teaching notes provide support for teaching the videos on the DVD along with the video activity sheets.

### DVD

- Has a video for extra practice of each unit of the Student's Book
- Practices vocabulary, grammar, and functional language presented in the Student's Book unit
- Presents language in a real-life context



### Video activity sheets

- Provide activities to help students understand the language and situations presented in each video
- Provide activities for before watching, while watching, and after watching each video

### Video teaching notes

- Provide support for teachers to integrate the DVD and video activity sheets in class
- Provide *Action video notes* with ideas on how students can use the videos on the DVD as models for their own videos

**unit 10 A grandmother's perspective**

**Before you watch**

A Complete the sentences with the correct forms of the phrases below.

come up with	get away with	look forward to
get along with	keep up with	put up with

- Janine forgot her homework in class, so she \_\_\_\_\_ an excuse. The teacher didn't believe her.
- Cindy didn't study for the test, but she still did well. I couldn't \_\_\_\_\_ that!
- Everyone is \_\_\_\_\_ summer vacation.
- Diego walks so fast! It's hard for me to \_\_\_\_\_ him!
- As a teenager I complained a lot about having to \_\_\_\_\_ my little brother, but, truthfully, he was a good kid.
- Surprisingly, my brother and I \_\_\_\_\_ each other really well when we were kids. We didn't fight like a lot of my friends and their siblings.

**B Pair work** Ask questions with each of the phrases from Part A. Answer with your own information or ideas. Be creative!

A: Can you come up with a title for an action-adventure movie right now?  
B: Sure! How about . . . The Last Boy Standing?  
A: Sounds interesting!

**While you watch**

A Circle the correct answers.

- Ima's idea of perfect happiness is \_\_\_\_\_
  - skydiving
  - playing video games
  - walking on the beach
- Ima's greatest fear is \_\_\_\_\_
  - recording a hip-hop album
  - nothing
  - not having a chance to do everything she wants

**Answers**

1. c 2. b 3. a 4. c 5. b 6. a

**10 A grandmo**

**Story summary**

Camille interviews her grandmother, Ima, about values for an English class assignment. Ima is so thorough that she asks a lot of questions. She tells Danielle her idea of perfect happiness, her greatest fear, she says, is not getting paid for what she's playing! Upon second reflection, Ima says hearing the chance to do everything that she wants about Danielle asks more questions, including, "What's your greatest fear?" And we witness Ima achieving it in the video game!

**Language summary**

**Grammar**

- Reported statements
- Verbs

**Vocabulary**

- Verbs

**Before you watch** (page T-199)

**A**

In this activity, you complete the paragraphs with the correct phrases to preview vocabulary from the video.

- **Preview the activity** Go over the instructions. Have students read the phrases. Explain that they will hear these phrases in the video. Go over the instructions. Have students read the phrases. Point out that they may need to change the form of the verbs. If necessary, present an example with the class.
- **Do the activity** Have students write the correct words to complete the sentences.
- **Check answers** Have students compare answers with a partner. Go over the answers with the class.

**Answers**

- came up with
- got away with
- looking forward to
- keep up with
- put up with
- get along with

**B**

In this activity, you use the phrases in Part A to ask questions.

- **Preview the activity** Go over the instructions. Model the example with a volunteer.
- **Do the activity** Have students work in pairs and use the phrases to ask questions. Go around the room and give help as needed.

**Answers**

1. a 2. c 3. b 4. c

T-199 Video notes

# Introduction to Classware

## About Classware

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*Four Corners* Classware combines the contents of the Student's Book, the class audio, and the video for each level of the series into a convenient one-stop presentation solution. Classware can be used with all types of interactive whiteboards or with just a projector and a computer to present *Four Corners* core materials in the classroom in a lively and engaging way.

Classware provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way. The software can also simplify several of the teaching tasks that take place in the classroom. You can use Classware to zoom in on a section of a page, play audio or video without having to use a separate CD or DVD player, display scripts while students listen to the audio or watch a video segment, and access online dictionaries. The easy-to-use tools of Classware also allow manipulation of all the digitized texts, pictures, audio, and video in an uncomplicated way. You can add text to the page, highlight text or pictures, draw lines or circles, erase, and conceal text or pictures – or ask students to go to the board and do so.

The software also includes features that facilitate the lesson preparation process. For example, you can attach files with your own supplemental material, such as extra activities, slide show presentations, images, audio, video or even web links to the pages and open these at the right moment with a simple click. You can save these attachments and annotations added to the Student's Book pages as “sessions” and return to them at any time – or even share them with other teachers.

In addition to the information in this introduction, you will also find tips and suggested activities using Classware in the notes for each lesson in this Teacher's Edition. A detailed explanation of all the Classware features is also available in the Classware User's Guide, which can be accessed through the Help button on the component home screen. We hope that this information will help you explore the many ways that Classware can bring a new level of flexibility and interactivity to the *Four Corners* classroom.

## Classware key functions and tools

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These are some of the tools and functions available in Classware:

- A **Contents** panel lists all the book pages, audio clips, and video clips. You can access any of these by simply clicking on their titles.
- The **Arrow** tool can be used to drag pages, text boxes, and attachments on screen.
- The **Text Box** tool allows you to insert text boxes anywhere on a page. You can type into them using a keyboard. You can also insert images or attach files to them.
- The **Hide / Show** tools can be used to conceal a specific area of a page.
- The **Pen** tool enables you to write and draw on a page or on audio scripts. It includes a variety of colors and pen width options.
- The **Highlighter** tool can be used to highlight any image or text, including audio scripts.
- The **Eraser** and **Erase-all-annotations** tools can be used to remove annotations such as pen lines or hidden / shown areas or to delete attachments.
- The **Zoom** tool can be used to enlarge any part of a page.
- The **audio player**, activated when you click on an audio icon on a page or the title of an audio clip in the Contents panel, includes the basic functions of an audio player and the scripts. You can click on a line on the script to play only that line.
- The **video player**, activated when you click on the title of a video clip in the Contents panel, includes the basic functions of a video player. It also allows you to play the video on full screen, with subtitles, or even without the image (playing the audio only).
- The **Attach file from my computer** function allows you to attach to the page different types of files from your computer.
- The **Attach a blank page** function allows you to attach a blank page, which you can annotate or use as a mask.
- The **Attach a web link** function allows you to add a link to a website, which you can access when you are online.
- The **Attach a page link** function allows you to add a link to another page of the Student's Book so that you can navigate between pages and sections quickly and easily.
- The **Save session** function allows you to save the book pages with your annotations and attachments so that you can use them later.
- The **Export session** function allows you to save your sessions anywhere on your computer or on other devices, such as a pen drive.
- If you are connected to the Internet, the **dictionary** button allows you to access one of the Cambridge online dictionaries.

## How to use Classware when teaching a *Four Corners* unit

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### Warm-up

You might want to focus on the pictures to preview or review content, or activate students' previous knowledge. Use the Zoom tool to enlarge the pictures or Hide / Show to conceal the text around them. You can also ask students to go to the board and circle or label key elements in the pictures or text using the Pen or Highlighter.

### Vocabulary

You might want to zoom in on the section to present the vocabulary with larger pictures or text. You can also conceal the words next to the pictures using the Pen tool before you play the audio so that students focus on the pronunciation of the words. You can have students go to the board and do the activity using the Pen tool before reviewing answers with the whole class.

### Language in context

You can use the Zoom or the Hide tool to focus on the pictures and ask questions to set the scene for the text. You can ask students to go to the board and identify the words taught in the vocabulary section using the Highlighter or the Pen tool. You can also use the Highlighter to identify new words and elicit their definition.

### Conversation

You can zoom in on the conversation and leave it on the board so that students can work with books closed. You can conceal some of the words students already know using the Pen tool so that they fill these in when practicing the dialogue.

### Grammar

You can use the different colors of the Pen tool to identify the various elements of the structure being presented in the grammar box. You can ask students to go to the board and use the Highlighter to identify examples of the new grammar in the *Language in context* or *Conversation* sections. You can also ask students to go to the board and complete the written exercise using the Pen tool to review the answers.

### Interactions

For slightly more challenging practice, you can use the Hide or Pen tools to conceal the functional expressions in the dialogue before students practice it substituting the expressions from the boxes.

### Pronunciation

You can use the Pen tool to underline stressed syllables, draw arrows to indicate the intonation, and identify reduced, contracted or linked sounds – or ask students to do so on the board – when checking the answers to the activity.

### Listening

Zoom in on the image to set the scene before listening to the audio. After the students have done the activities, you might want to play the audio with the script on. You can underline or highlight words in the script and go over their pronunciation or meaning. You can also click on a line of the script to repeat a passage.

### Reading

You can use the Zoom or the Hide tool to focus on the title of the text and elicit the topic or the main idea. You can also ask students to go to the board and, using the Highlighter or the Pen tool, identify the passages in the text that provide the answer for the comprehension questions.

### Writing

You can use the different colors of the Pen tool to identify – or ask students to identify – the answers to the questions in Part A in the model text.

### Speaking and Keep talking

For some activities, you can keep the model dialogue or guiding questions on the board so that students can refer to them while practicing with books closed. You can also attach a Blank Page to list some of the errors students made in order to correct them at the end of the activity.

### Wrap-up

You might want to add a Blank Page to collate a list of items brainstormed by students at the end of the activity. You can write the items yourself using the Pen tool or ask students to go to the board to do so.

# Classware activity types

## 1 Analyzing the model

---

**Purpose:** To prepare Ss for the writing activity.

**For use with:** Writing sections with questions in Part A and model in Part B.

**Classware tools:** Zoom, Pen.

**Preparation:** None.

- Books closed. Zoom in on Parts A and B of the *Writing* section, making sure to include the questions and model.
- Use the Pen tool to underline each question in Part A with a different color.
- Explain to Ss that each sentence in the writing model (Part B) answers a different question from Part A.
- Ask the class which sentence in the writing model corresponds to the first question. Underline this sentence in the model in the color corresponding to the first question.
- Have different Ss go to the board and underline the other sentences in the model in the color corresponding to the question they answer.

## 2 Choose ABC

---

**Purpose:** To practice or review target vocabulary.

**For use with:** Vocabulary with pictures.

**Classware tools:** Zoom, Hide or Pen, Eraser.

**Preparation:** Before class, hide the target words using the Hide or thick Pen tool so that Ss can see only the pictures. Save the session.

Prepare a list with three choices (A, B, and C) for each picture, one of which should be the correct answer.

Prepare sets of three cards with the letters A, B, and C for each S, or ask them to bring these to the next class.

- Books closed. Zoom in on the area with the pictures and hidden words.
- Point to a picture and call out the three choices listed, e.g., *A. noisy; B. interesting; C. boring.*
- Ss hold up one of the three cards as their answer.
- Reveal the answer (using the Eraser tool if the word is under the picture).
- Continue the activity until all answers are revealed.

**Option:** Before class, post large A, B, and C signs in the classroom. Instead of holding up cards, Ss make their choice by moving to the sign with the corresponding letter.

## 3 Disappearing dialogue

---

**Purpose:** To practice speaking.

**For use with:** Conversation, Interactions.

**Classware tools:** Zoom, Pen.

**Preparation:** None.

- Books closed. Zoom in on the dialogue.
- Have Ss work in pairs and practice the dialogue once with all the words visible on the board.
- As Ss practice, use the thick Pen tool to hide parts of the dialogue little by little.
- The pairs change roles and practice again using the remaining words on the board for guidance.
- Continue hiding the lines until all lines are covered and pairs practice with no guidance.

## 4 Fill in the text

---

**Purpose:** To practice or review target vocabulary.

**For use with:** Language in context, Conversation.

**Classware tools:** Zoom, Hide or Pen, Eraser.

**Preparation:** Before class, hide the target words in the text using the Hide or thick Pen tool. Save the session.

- Zoom in on the text with the hidden words.
- Books closed. Have Ss look at the text with the hidden words on the board.
- Have Ss work in pairs and fill in the blanks in the text with the missing words.
- Have different Ss go to the board and reveal the first hidden word using the Eraser tool.
- Continue the activity until all the words are revealed.

**Option:** Follow the steps above, but play the audio before revealing answers so that Ss can check their answers.

## 5 Find the match

---

**Purpose:** To practice or review target language.

**For use with:** Language in context, Conversation.

**Classware tools:** Zoom, Hide, Pen, Text Box, Eraser.

**Preparation:** Before class, hide target language items in the text using the Hide or the thick Pen tool. On the margin of the text, or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.

- Books closed. Zoom in on the area with the hidden words and the Text Box.
- Have Ss work in pairs and give them some time to complete the text with the words in the Text Box.
- Have a S from each pair (or volunteers) go to the board and, using the Pen tool, draw a line from a hidden word to its correct match in the Text Box.
- Continue the activity until all items are matched.
- Reveal the hidden words using the Eraser tool and confirm the answers.

**Option:** Number the words in the Text Box so that the Ss can write the number of the word over the hidden word.

## 6 Fix it!

---

**Purpose:** To practice or review target language.

**For use with:** Vocabulary, Grammar, answers to reading comprehension questions.

**Classware tools:** Zoom, Pen.

**Preparation:** Before class, write an incorrect answer for each item in the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise with the wrong answers written in. Tell Ss these answers are incorrect.
- Divide the class into pairs and have Ss correct the mistakes with their books closed.
- Have Ss go to the board to cross out the mistakes and correct them using a different color of the Pen tool.

**Option:** For more challenge, have Ss close their books before doing the activity (only for *Vocabulary* and *Grammar*).

## 7 Guided brainstorming

---

**Purpose:** To review target vocabulary.

**For use with:** Brainstorm! activities in the Wrap-up.

**Classware tools:** Attach a Blank Page, Pen, (or Text Box).

**Preparation:** Before class, attach a Blank Page next to the section and write a list with the first letter of likely brainstorming answers either using the Pen tool directly onto the Blank Page or typing the list into a Text Box added to the Blank Page. Save the session.

- After Ss do *Brainstorm!*, divide the class into two (or more) teams.
- Display the attached Blank Page with the list of first letters.
- Books open. Have teams alternate calling out answers that start with any of the letters on the board. Fill in the answers on the board using the Pen tool or typing into the Text Box.
- Teams get a point for each correct answer.
- The team with the most points wins.

**Option 1:** For more challenge, ask Ss to close their books and try to remember answers.

**Option 2:** Give a time limit for groups to answer.

## 8 Highlight and say it!

---

**Purpose:** To practice pronunciation.

**For use with:** Any previously taught section with several examples of target pronunciation items.

**Classware tools:** Zoom, Highlight.

**Preparation:** None.

- After pronunciation practice, zoom in on the area (suggested in the teaching notes).
- Have Ss work in pairs and give them some time to identify target pronunciation items in the zoomed area, e.g., “words with stress on the first syllable” or “questions with rising intonation.”
- When the time is over, have a S from each pair (or volunteers) go to the board, highlight one target pronunciation item, and say it.
- Continue until all items have been highlighted and read out loud.

## 9 Label that picture

---

**Purpose:** To review vocabulary.

**For use with:** Any pictures including several target vocabulary items.

**Classware tools:** Zoom, Pen.

**Preparation:** If using a section with several labeled pictures (as in some Vocabulary sections), before class, hide the labels using the thick Pen tool. Save the session.

- Books closed. Zoom in on the picture or area with pictures so that no text is showing.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Pen tool, label any target vocabulary item in the picture in 15 seconds. Other members of the team can suggest items to label.
- The team gets one point for each correct label.
- Continue the game, alternating between the teams, until all items are labeled.
- The team with the highest score wins.

## 10 Language switch

---

**Purpose:** To practice speaking and target language.

**For use with:** Interactions, Conversation.

**Classware tools:** Zoom, Highlight.

**Preparation:** Before class:

For the *Conversation* section, highlight all instances of the target vocabulary in the dialogue and the possible substitute words for each in the *Vocabulary* section above.

For *Interactions*, highlight all expressions in the dialogue and in the boxes. Save the session.

- Books closed. Have Ss work in pairs. Have Ss look at the board and practice the dialogue by substituting the highlighted items in the dialogue with highlighted items from the corresponding section.

**Option 1:** For more challenge, hide the items in the dialogue using the Hide or thick Pen tool.

**Option 2:** For even more challenge, hide the items in the dialogue using the Hide or thick Pen tool, and don't highlight the possible substitute items.

## 11 List that

---

**Purpose:** To review language.

**For use with:** Wrap-up, Speaking.

**Classware tools:** Attach Blank Page, Pen (or Text Box).

**Preparation:** Before class, attach a Blank Page next to the section and divide it into columns (one for each team) using the Pen tool (or Text Box). Save the session.

- After Ss do *Brainstorm!* (in the *Wrap-up*) or gather data (in *Speaking*), divide the class into two (or more) teams.
- Give the teams some time to collate their individual answers into a team list.
- When the time is over, have the teams face the board and alternate calling out answers (not given by other teams).
- Write each team's answer in their column on the Blank Page (or type them into the corresponding Text Box).
- The teams get one point for each correct answer.
- The team with the highest score wins.

**Option:** Instead of writing the answers on the board, have Ss go to the board and write it in their team's column.

## 12 Make connections

---

**Purpose:** To activate Ss prior knowledge, to preview content of unit, to review language.

**For use with:** Warm-up.

**Classware tools:** Zoom, Pen.

**Preparation:** None.

- Have Ss work in pairs.
- Give the pairs some time to look at the *Warm-up* page and link any items in the pictures to any words in the lesson overviews at the top of the page, e.g., the image of a dish to the word *food*. If necessary, discuss the connection between the image and the word.
- Have a S from each pair (or a volunteer) go to the board and, using the Pen tool, connect an item in a picture to a word in the overview above.
- Have the S (or the pair) explain the connection.
- Continue the activity until all possible connections have been made. (If Ss don't come up with all possible ones, elicit these from them.)

## 13 Preview the unit

---

**Purpose:** To activate Ss prior knowledge, to preview content of unit, to review language.

**For use with:** Warm-up.

**Classware tools:** Hide, Pen, Eraser.

**Preparation:** Before class, hide the bullet lists below the lesson headings at the top of the Warm-up page using the Hide tool. Save the session.

- Books closed. Have Ss focus on the pictures on the Warm-up page on the board. Ask Ss questions about the pictures to elicit words related to the theme and topics of the unit, e.g., *What do you see in the pictures? What type of things are these?*
- Using the Pen tool, write some key words mentioned by the Ss on the board, next to the pictures.
- Reveal the lesson overviews on the top of the page using the Eraser tool. Use the key words elicited to briefly explain the items on the lists.
- Tell Ss that they will learn more about these things in the unit.

## 14 Restoring text

---

**Purpose:** To review language.

**For use with:** Language in context, Conversation, Interactions.

**Classware tools:** Zoom, Hide, Eraser, Show.

**Preparation:** Before class, hide the text using the Hide tool. Then, randomly, erase parts of the hidden area with the Eraser tool until roughly half of the text is showing. Save the session.

- After Ss read and practice the text, have them close their books.
- Zoom in on the partially hidden text.
- Have Ss work in pairs, and give them some time to re-create the text on a piece of paper.
- When the time is over, either play the audio or “reverse” the hidden area using the Show tool for Ss to check their answers.
- Reveal the full text using the Eraser tool.

## 15 Revealing grammar

---

**Purpose:** To review grammar.

**For use with:** Grammar.

**Classware tools:** Zoom, Pen, Eraser.

**Preparation:** Before class, hide key parts of the grammar box using the Pen tool. Save the session.

- Books closed. Zoom in on the grammar box with hidden items.
- Have Ss work in pairs and give them some time to complete the grammar box.
- Ask a pair what the first hidden text is. As they say it, ask a question to elicit the use of the hidden text, e.g., *Why do we need did here?*
- After the S answers the question, use the Eraser tool to reveal the text. Discuss as appropriate.
- Continue the activity until the complete box is revealed.

**Option:** Have Ss go to the board to suggest the text, answer your question and reveal the text.

## 16 Right or wrong?

---

**Purpose:** To practice or review target language.

**For use with:** Vocabulary, Grammar.

**Classware tools:** Zoom, Pen.

**Preparation:** Before class, write some correct and some incorrect answers, or circle some of the wrong answers for the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise. Tell Ss some of the answers are incorrect.
- Point to the first item. Have Ss raise their right hand if they think the answer is correct.
- Ask one of the Ss who identified an incorrect answer to correct it.
- If none of the Ss identified an incorrect answer, say it is incorrect and elicit the correction from the class.
- Continue the activity until all answers are revealed.

**Option:** If appropriate to the point being practiced and the level of the class, ask Ss to explain the correction.

## 17 Search and highlight

---

**Purpose:** To review vocabulary and / or grammar.

**For use with:** Vocabulary, Language in context, Conversation, Reading.

**Classware tools:** Zoom, Highlight.

**Preparation:** None.

- Books closed. Zoom in on the appropriate section.
- Divide the class into two (or more) teams.
- Have a S from one team go to the board.
- Say a type of word, and have the S highlight an example in the text, e.g., *Highlight a count noun*.
- The S has 15 seconds to highlight the word using the Highlight tool and can be helped by the team.
- If the S highlights a correct word, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams and having Ss highlight the same or a different type of word.
- The team with the most points wins.

## 18 Show the word!

---

**Purpose:** To practice or review target vocabulary.

**For use with:** Vocabulary with pictures.

**Classware tools:** Zoom, Hide or Pen, Eraser.

**Preparation:** Before class, hide the target words using the Hide or thick Pen tool so that only the pictures are visible. Save the session.

- Zoom in on the area with the pictures and hidden words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Say one of the hidden words. Have a S from one team go to the board and reveal the word under the corresponding picture using the Eraser tool.
- If the S guesses correctly, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams.
- The team with the most points wins.

**Option 1:** Play the game as a race. The S from each team who gets to the board first has the chance to reveal the word.

**Option 2:** For Vocabulary sections where the words are not under the pictures, have Ss use the Pen tool to check the corresponding pictures.

## 19 Swipe and guess

---

**Purpose:** To review target vocabulary.

**For use with:** Vocabulary with labeled pictures.

**Classware tools:** Zoom, Hide, Text Box, Eraser.

**Preparation:** Before class, hide the pictures using the Hide tool, and cover the words using Text Boxes. Save the session.

- Zoom in on the area with the hidden pictures and words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Eraser tool, swipe once through one of the hidden images to reveal part of it.
- That S's team has one chance to try to guess the word. If they don't guess it correctly, the other team(s) has (have) a chance to guess. If they do, they get one point and reveal the rest of the picture using the Eraser tool.
- Continue the game, alternating between the teams.
- The team with the most points wins.

**Option:** Hide both the pictures and the words using the Hide tool so that swiping reveals parts of both.

## 20 Which word?

---

**Purpose:** To practice target vocabulary.

**For use with:** Language in context, Conversation.

**Classware tools:** Text Box (or Hide or Pen).

**Preparation:** Before class, cover each target item with a Text Box (or hide the items with the Hide or Pen tool, and add a Text Box to the margin of the text). Type in the covered item and another item from the Vocabulary set. Save the session.

- Books closed. Before Ss read the text, zoom in on the area with the items covered by the Text Boxes.
- Have Ss work in pairs and choose the correct word.
- Play the audio. Have Ss listen and check their answers.
- Have Ss call out the answers for each item or go to the board and reveal the original text by deleting the Text Boxes.