

Introduction to *Four Corners*

About the course

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

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

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

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>
Wrap-up	Reviews the target language; helps students find examples of English in the real world.	<i>Quick pair review, In the real world</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 accompanied by attractive illustrations or photos, which aid comprehension and motivate students. Students generally listen and repeat the target vocabulary or 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 practice 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 listen and read silently. Then have the students practice the conversation in pairs.
- 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 which 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 gap-fills 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.
- Point out the target functional expressions in the conversation (for example, reacting to good news: *That's great! That's excellent*, etc.). Elicit or explain what they mean. Play the audio and have students listen and read silently. Model the activity. Then have students practice the conversation again using the new 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

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 lower-level students

- Teach the *Classroom language* on page 4 and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook, and Self-study CD-ROM.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the *Extra activity* boxes within the procedural notes of this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

- *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

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
Student's Book with Self-study CD-ROM	<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>
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.
Teacher's Edition with Assessment Audio CD / CD-ROM	<p>The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes:</p> <ul style="list-style-type: none"> • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts, video scripts, and answer keys for the Student's Book and Workbook • Photocopiable video activity sheets • Video teaching notes • Language summaries for each Student's Book unit's grammar, vocabulary, and functional language • A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats
Workbook	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.
DVD	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.
Classware	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.

For a complete list of components, visit 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 **3**

Rain or shine

LESSON A

- Weather
- Adverbs of intensity; quantifiers with verbs

LESSON B

- Asking for an opinion
- Giving an opinion

LESSON C

- Indoor activities
- *Would like + infinitive*

LESSON D

- Reading: "Canada Through the Seasons"
- Writing: An email

Warm-up



1



2



3



4

A Describe the pictures. Where are the people? What are they doing?

B Do you ever do these activities? When do you do them?

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

25

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

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

A It's extremely cold.

1 Vocabulary Weather

A Label the pictures with the correct words. Then listen and check your answers.

Weather					Temperature			
cloudy	rainy	snowy	sunny	windy	cold	cool	hot	warm
1. _____	2. _____	3. _____	4. _____	5. _____				

B Pair work What's the weather like in your country in each season? Complete the chart with the words from Part A. Then compare answers.

spring	summer	fall	winter	rainy season	dry season

2 Language in context Favorite seasons

A Listen to people talk about their favorite season. Which places are cool?



My favorite season is spring. It's fairly cool, and it rains quite a bit, but it's a good time to see flowers.
— Jan, Lisse, Holland



I like summer a lot. It's very windy – great for windsurfing! And it doesn't rain at all then.
— Fouad, Essaouira, Morocco



Fall is my favorite. It's sunny and cool, and in late October, 150 million butterflies arrive!
— Juan, Morelia, Mexico



I love winter. It's extremely cold and it snows a lot, but that's when the Sapporo Snow Festival is.
— Rie, Sapporo, Japan

B What about you? What's your favorite season? What's the weather like then?

26

3 Grammar Adverbs of intensity; quantifiers with verbs

Adverbs of intensity	Quantifiers with verbs
It's extremely cold.	It snows a lot .
It's very windy.	It rains quite a bit .
It's really hot.	It snows a little .
It's pretty sunny.	It doesn't rain very much .
It's fairly cool.	It doesn't rain at all .
It's somewhat cloudy.	

Add the adverbs and quantifiers to the sentences. Then compare with a partner.

- It snows in Moscow in the winter. (a lot) *It snows a lot in Moscow in the winter.*
- It rains in Seattle in the winter. (quite a bit) _____
- It's cold in Busan in January. (extremely) _____
- It's cool in Rabat in the rainy season. (fairly) _____
- It snows in Lima in July. (not . . . at all) _____
- It's windy in Wellington all year. (pretty) _____

4 Listening Think about the weather!

A Listen to people talk about the weather in three cities. Which city is one of the people planning to visit? Circle the city.

- Istanbul, Turkey It's _____ cold in the winter.
- Antigua, Guatemala The _____ season is from November to April.
- Beijing, China It's _____ and _____ in the spring.

B Listen again. Complete the sentences with the correct words.

5 Speaking True or false?

A Write two true sentences and two false sentences about the weather where you live. Use these words and expressions.

pretty sunny	rain a lot	somewhat cloudy
extremely hot	very windy	fairly cool
really cold	snow	

B Pair work Read your sentences. Your partner corrects the false sentences. Take turns.

- A: It's pretty sunny in the winter.
B: I think that's false. It's pretty cloudy in the winter.



6 Keep talking!

Student A go to page 129 and Student B go to page 131 for more practice.

I can talk about the weather and seasons.

27

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

“Can do” statement

- 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 In my opinion, . . .

1 Interactions Opinions

A Do you ever make phone calls over the Internet? What do you like about it? What don't you like?

B Listen to the conversation. Where are the three people? Then practice the conversation.



Cindy: So, Luk, how are things in Bangkok?
Luk: Great. It's warm and sunny today.
Brian: It's really cold here in Chicago. So when are you coming to see us?
Luk: Well, when's a good time to visit?
Cindy: Hmm . . . I'm not sure.
Luk: Brian? What do you think?



Brian: I think fall is a good time. The weather is great, and there's a lot to do.
Cindy: Yeah, we can all go to a baseball game then.
Luk: That would be great!

C Listen to the expressions. Then practice the conversation again with the new expressions.

Asking for an opinion

What do you think?
What are your thoughts?
What's your opinion?

Giving an opinion

I think . . .
I'd say . . .
In my opinion, . . .

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

- ___ A: Well . . . what's your favorite season?
___ B: When are you going to New York?
___ A: I think spring is a great time to visit. It's usually warm and sunny then.
___ B: I don't know. What do you think? When's a good time to visit?
___ B: Really? OK. Maybe we'll go to New York in May.
___ B: My favorite season is spring.

28

Interactions

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

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

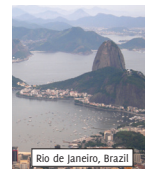
Speaking

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

2 Listening When's a good time to visit?

unit 3

A Listen to three people talk to friends about a good time to visit these cities. Are their friends' opinions the same or different? Circle your answers.



Rio de Janeiro, Brazil



Queenstown, New Zealand



Marseille, France

1. the same / different 2. the same / different 3. the same / different

B Listen again. Write T (true) or F (false) next to the sentences.

- Gabriel is from Rio de Janeiro, but Bianca isn't. F
- It's very hot in Rio de Janeiro in February.
- Patricia thinks it's fine to visit New Zealand anytime.
- It's extremely cold in New Zealand in July and August.
- Sophie is from Marseille.
- A lot of stores and restaurants in France close in August.

3 Speaking Good time, bad time

A Pair work Discuss the weather and seasons where you live. Give your opinions.

- When's a good season to visit?
- What months are especially good?
- What's the weather like then?
- What kinds of things do people do then?
- When's not a good time to visit? Why not?

A: I think spring is a good season to visit.
What do you think?
B: Yes, I'd say May is good.
A: The weather is warm then.
B: And there are some great festivals.

B Group work Share your opinions with another pair. Do you have the same opinions?



I can ask for and give an opinion.

29

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 I'd like to play chess.

1 Vocabulary Indoor activities

A Complete the phrases with the correct words. Then listen and check your answers.

a board game	cookies	a jigsaw puzzle	popcorn
chess	a crossword	a nap	a video



a. bake _____ b. do _____ c. do _____ d. make _____



e. make _____ f. play _____ g. play _____ h. take _____

B Pair work Rank these activities from 1 (fun) to 8 (not fun at all). Then compare answers.

A: I do a crossword every day, so I think that's really fun. How about you?
B: I never take a nap. I don't think that's fun at all. It's my number eight.

2 Conversation It's raining!

A Listen and practice.

Joanie: Oh, no! It's raining!
Evan: We can't go on our picnic.
Joanie: No. So, what would you like to do?
Evan: Would you like to do a jigsaw puzzle?
Joanie: Not really. Would you like to play chess?
Joanie: Um, yeah, I would.
Evan: We can make some popcorn, too.
Joanie: Great idea. But let's play a little later.
Evan: OK. Why?
Joanie: I'd like to take a short nap.

B Listen to their conversation later in the day. What does Evan want to do?



30

3 Grammar Would like + infinitive

What would you like to do?
I'd like to play chess.
Where would he like to play chess?
He'd like to play right here.

Would you like to do a jigsaw puzzle?
Yes, I would. No, I wouldn't.
Would they like to take a nap?
Yes, they would. No, they wouldn't.

A Circle the correct words. Then practice with a partner.

- A: Which game would you like play / to play?
B: I'd like to / I would to play chess.
- A: Would you like do / to do a crossword now?
B: No, I'd not / I wouldn't. I don't like crosswords.
- A: What do / would you like to do tonight?
B: I'd like / I would to watch TV with my friends.

B Pair work Make true sentences with I'd like to or I wouldn't like to. Tell your partner.

have class outside play chess after class stay in this weekend take a nap right now

4 Pronunciation Reduction of would you

A Listen and repeat. Notice how would you is pronounced /wʊdʒə/.

Would you like to play a board game? Which game would you like to play?

B Pair work Practice the questions in Exercise 3A again. Reduce would you to /wʊdʒə/.

5 Speaking I'd like to...

A Pair work Look out these windows and describe the weather. Then decide what you'd like to do together on each day. Take notes.



1. A: It's cool and rainy today. What would you like to do?
B: I'd like to do a jigsaw puzzle. How about you?

B Group work Share your ideas with another pair. Ask and answer questions for more information.

6 Keep talking!

Go to page 132 for more practice.

I can talk about what I would like to do.

31

Grammar

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

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

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 Where would you like to go?

1 Reading

A Read the article. Where do you think it is from? Check (✓) the correct answer.

☐ a vacation blog ☐ a tourist brochure ☐ a textbook ☐ a weather report

CANADA THROUGH THE SEASONS
The weather is very different in this large country, so there's something to do for everyone in every season.



Spring can arrive in February in Victoria on the west coast. In other parts of Canada, it gets warm in early April, and spring weather continues until June. In British Columbia, you can kayak, camp, or take a train trip through the Rocky Mountains.

Summer brings warm to hot weather from May to September. This is a great time to fish in one of Canada's many lakes; kayak among whales in Churchill, Manitoba; or have some Wild West fun at the Calgary Stampede.

Fall brings cool temperatures in September and October. It's a good time of year to see the fall leaves in eastern Canada, enjoy hiking, visit museums, or go to the Toronto International Film Festival.

Snow begins to fall in November, and temperatures drop. Days are short in winter, but you can ski, go to an ice festival, or see the northern lights. In parts of British Columbia, the snow doesn't stay long and you can golf all year!



B Read the article again. When can you use these things? Write the season.



C **Group work** Imagine you can visit Canada. When and where would you go? Why? Discuss your ideas.

32

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

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 Writing An email to a friend

unit 3


A Think of a place and a friend you would like to visit. Answer the questions.

- What is your friend's name?
- When do you plan to visit?
- Where does your friend live?
- What would you like to do there?

B Write an email to a friend about your travel plans. Use the model and your answers in Part A to help you.

Kate Spencer to Hee-jin Choi

Hi Hee-jin,
I have good news. I can visit you in Seoul this summer!
Tell me about Seoul. What's the weather like in the summer? Is it really hot?
As you know, I'm very interested in art and food. So I'd like to visit the National Museum and go to some really good restaurants. What about you? What would you like to do?
This is so exciting! See you soon,
Kate



C **Pair work** Share your writing. Ask and answer questions for more information.

3 Speaking A place I'd like to visit

A Think about a place you'd like to visit in your own country or a different country. Take notes.

Place:	When would you like to go?	Why would you like to go then?	What would you like to do there?

B **Group work** Share your ideas. Ask and answer questions for more information.

- A: I'd really like to go to Kyoto in the spring.
B: Why would you like to go there?
A: Because I'd like to see the cherry blossoms.
C: What else would you like to do there?



I can talk about a place I would like to visit.

33

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

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

Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of words for weather and words for temperature. How many do you know? You have two minutes.

Lesson B Do you remember? Check (✓) the questions you can ask when you want someone's opinion. You have one minute.

- ☐ What's your opinion?
- ☐ What's your teacher's name?
- ☐ What's the weather like today?
- ☐ What are your thoughts?
- ☐ What are you like?
- ☐ What do you think?

Lesson C Find out! What is one thing both you and your partner would like to do outside this weekend? What is one thing you both would like to do inside? Take turns. You and your partner have two minutes.

A: I'd like to play chess inside. Would you?

B: No, I'd like to bake cookies. Would you?

A: Yes, I would.

Lesson D Guess! Describe a famous place in your country, but don't say its name. Can your partner guess where it is? Take turns. You and your partner have two minutes.

A: It's hot, and it's a big city. People have parties on the beach.

B: Is it Rio de Janeiro?

A: Yes, it is.

2 In the real world

Where would you like to go? Go online and find the typical weather for that place in every season. Then write about it.

Chicago
I'd like to go to Chicago. There are four seasons. It's extremely cold in the winter. It's very windy in the spring. . . .

34

unit 2 Lesson C

Find the differences

Student A

Pair work You and your partner have pictures of the same people, but six things are different. Describe the pictures and ask questions to find the differences. Circle them.



A: In my picture, Brian is young. Is he young in your picture?

B: Yeah, so that's the same. In my picture, he has short straight hair.

A: Mine, too. What color is . . . ?

128 **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, photocopiable 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 C overview
Vocabulary: Indoor activities
Grammar: Would like + infinitive
Pronunciation: Reduction of would you
Speaking: Decisions about things to do

1 Vocabulary Indoor activities
Learning objective: Use vocabulary for indoor activities.
A (CD 1, Track 41)
 • Direct Ss' attention to the words and the pictures. Explain that the pictures show indoor activities.
 • **Option** Point out that when *indoor* is an adjective (indoor activities) there is no *s*. When we use it as an adverb, there is an *s* (*I'm going indoors*). The same is true for *outdoor activities* and *outdoors*. Other words we can use are *inside* and *outside* (e.g., *Where's Tom? He's outside*).
 • Go over the instructions. Explain that a *phrase* is a group of words with a particular meaning. Tell Ss they will add words from the word box to the verbs below the pictures to make phrases. Do the first one together as a class. Point to the picture and elicit the answer: *hole-in-the-wall*.
 • Have Ss work individually to complete the phrases. Encourage Ss to start with the words they know and then guess the ones they are not sure of.
 • **Option** Have Ss check answers with a partner.
 • Play the audio. Have Ss listen and check their answers.
 • Play the audio again. Have Ss repeat the phrases to practice pronunciation.

Classware Scripts and games page xxvii
 After doing Part A, follow the steps for *Scripts* and *games* to review vocabulary indoor activities.

B
 • Go over the instructions. Explain *rank*: to put something in order of preference. Ss rank the activities by writing the numbers 1-4 in the boxes.
 • Read the dialogue with a S.
 • Have Ss work individually to rank the activities.
 • Have Ss work in pairs to compare their answers.

Extra activity Extension
 For more vocabulary practice, have Ss informally survey their class: Pair class, ten minutes, asking this

3 Grammar Would like + infinitive
Learning objective: Practice would like + infinitive.
A (CD 1, Track 44)
 • Books closed. Write on the board: *What would you like to do? I'd like to play chess.*
 • Ask: *What is the verb in each sentence? (Would like.)* Underline *would like* and *I'd like*; point out the construction.
 • Circle *to do* and *to play* in the sentences on the board. Explain that *to + verb + infinitive*. Infinitives follow certain verbs, like *would like*.
 • Books open. Direct Ss' attention to the left side of the box. Read the questions and have Ss read the answers.
 1. Ask: *What are the infinitives? (To do, to play.)*
 2. Ask: *Are these yes / no or Wh questions?* (Wh questions.)
 • Direct Ss' attention to the right side of the box. Read the questions and call on Ss to read the answers.
 1. Ask: *What are the infinitives? (To do, to take.)*
 2. Ask: *Are these yes / no questions or Wh questions?* (Yes / no.) Point out that we do not need to repeat the infinitive in short answers to yes / no questions.
 • Focus on form in questions: Write on the board:
 1. Wh: (Wh word) + would + subject + like + to + verb
 2. Yes / no: would + subject + like + to + verb
 • Focus on use: Explain that *would like* is a polite way to say want. *Would like* and *would like to* are one verb.
 • Refer to the conversation in Exercise 2. Have Ss underline the infinitives and circle *would like*.
 • Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A
 • Go over the instructions. Do the first item as a class.
 • Have Ss work individually to circle the correct words.
 • Have Ss compare answers with a partner.
 • Go over the answers as a class.
 • Have Ss practice asking and answering the questions in pairs.

B
 • Go over the instructions. Write on the board: *I'd like to ... and I would like to ...* Point out that with negative statements, *no* comes immediately after *would* (incorrect: *I would like to not play cards*).
 • Have Ss work individually to write true sentences for each situation.
 • Model the activity. Say: *I'd like to stay in this weekend. What would you like to do this weekend?*
 • Have Ss work in pairs to share their sentences.
 • Go around the room and offer help as needed.

2 Conversation It's raining!
Learning objective: Practice a conversation about indoor activities.
A (CD 1, Track 42)
 • Direct Ss' attention to the picture to set the scene. Ask: *Are these people indoors or outdoors? (Indoors.) What's the weather like outdoors? (Rainy.) What do you think they are talking about? (The weather: what activities they can do.)*
 • Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
 • Have Ss work in pairs to practice the conversation.
 • **Option** Call on two pairs to act it out for the class.

B (CD 1, Track 43)
 • Go over the instructions. Explain that Ss are going to hear *Joanne* and *Evan* talking later in the day.
 • Pre-teach the expression *Are you kidding?* (It is an expression of surprise. Similar expressions are: *Are you joking?* / *Are you serious?* / *I can't believe it!*)
 • Play the audio. Have Ss listen for the answer to the question: *What does Evan want to do?*
 • Go over the answer with the class.

Answers
 Evan wants to bake cookies.

4 Pronunciation Reduction of *would you*
Learning objective: Focus on reduction of *would you*.
A (CD 1, Track 45)
 • Go over the instructions.
 • Play the audio. Have Ss listen, paying particular attention to the reduction of *would you*.
 • Play the audio again. Have Ss listen and repeat.

Classware Highlight and say (if page xviii)
 Instead of doing Part B, follow the steps for *Highlight* and *say if* to practice pronunciation. Zoom in on Exercise 3, Part A.

B
 • Go over the instructions.
 • Have Ss work in pairs to practice the questions.
 • Go around the room and listen for correct reduction.

5 Speaking I'd like to ...
Learning objective: Talk about what you would like to do.
 • Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)

A
 • Direct Ss' attention to the pictures. Explain that these are views outside a window, on different days.
 • Go over the instructions. Read the dialogue with a S.
 • Have Ss work in pairs to describe the weather from each window and decide on an indoor activity to do.

B
 • Have each pair join another pair to share their ideas and ask and answer questions. Encourage them to politely express their opinions about ideas.
 • Finally, tell Ss to check the "can do" statement if they can talk about what they would like to do. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice
 For more practice, use:
 Workbook pages 21-23
 Self-study CD-ROM Lesson C

T-31 Unit 3 Rain or shine

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 *I'd like to play chess.*

1 Complete the sentences with a word from each box. Use the simple present form of the verbs.

bake	✓do	make	play	a board game	✓a jigsaw puzzle	a video	cookies
do	make	play	take	a crossword	a nap	chess	popcorn

I usually do a jigsaw puzzle with my children. 1

Sometimes, we play chess with friends. 2

Sometimes, my wife and I take a nap on Friday evenings. 3

But we always play chess on Sunday mornings. 4

On Sunday afternoon, the kids bake cookies. 5

And my mom bakes cookies for us. 6

My wife plays chess. 7

And I sometimes take a nap like this one. 8

Unit 3 Lesson C 21

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

Four Corners 2

3D January or July? (2)

Watch the video. Click on T (true) or F (false).

1. ☐ T ☐ F Ben and Nick like Vancouver.

2. ☐ T ☐ F Nick likes Vancouver in the winter.

3. ☐ T ☐ F Ben likes to ski.

4. ☐ T ☐ F Ben likes cold weather.

5. ☐ T ☐ F Ben would like to ride a bike in Vancouver.

6. ☐ T ☐ F Ben gets a text message from his mother.

7. ☐ T ☐ F Only Ben's mother is watching the show.

8. ☐ T ☐ F Ten people give Ben and Nick their opinions about Vancouver.

CAMBRIDGE

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 photocopiable *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.

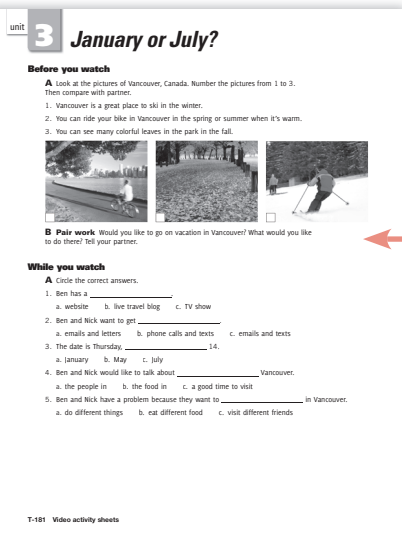
Walkthrough

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.

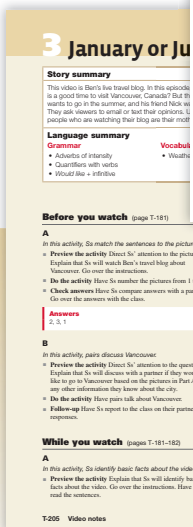
DVD

- 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

Introduction to Classware

About Classware

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

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

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.