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FOUR CORNERS

Second Edition

Teacher's Edition

with Complete Assessment Program

JACK C. RICHARDS & DAVID BOHLKE

 **CAMBRIDGE**
UNIVERSITY PRESS

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University Printing House, Cambridge CB2 8BS, United Kingdom

One Liberty Plaza, 20th Floor, New York, NY 10006, USA

477 Williamstown Road, Port Melbourne, VIC 3207, Australia

314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India

79 Anson Road, #06–04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

Information on this title: www.cambridge.org/fourcorners

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First published 2012

Second edition 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Great Britain by CPI Group (UK) Ltd, Croydon CR0 4YY

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-55989-8 Student's Book with Online Self-Study 4
ISBN 978-1-108-55990-4 Student's Book with Online Self-Study 4A
ISBN 978-1-108-63118-1 Student's Book with Online Self-Study 4B
ISBN 978-1-108-56025-2 Student's Book with Online Self-Study and Online Workbook 4
ISBN 978-1-108-56029-0 Student's Book with Online Self-Study and Online Workbook 4A
ISBN 978-1-108-56032-0 Student's Book with Online Self-Study and Online Workbook 4B
ISBN 978-1-108-45942-6 Workbook 4
ISBN 978-1-108-45945-7 Workbook 4A
ISBN 978-1-108-45946-4 Workbook 4B
ISBN 978-1-108-64434-1 Teacher's Edition with Complete Assessment Program 4
ISBN 978-1-108-56022-1 Full Contact with Online Self-Study 4
ISBN 978-1-108-56023-8 Full Contact with Online Self-Study 4A
ISBN 978-1-108-56024-5 Full Contact with Online Self-Study 4B
ISBN 978-1-108-45952-5 Presentation Plus Level 4

Additional resources for this publication at www.cambridge.org/fourcorners

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Scope and sequence

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

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

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

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

Classroom language

Learning objective: Use questions for communication in the classroom.

A  (Level 4, Track 2)

- Direct Ss' attention to the expressions in the box and the pictures. Explain that the pictures show different classroom activities. The expressions in the box are language Ss might need for communicating with their classmates and teacher.
- Go over the instructions and the example.
- Have Ss work individually to write the expressions under the pictures.

- Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the questions and answers to practice pronunciation.

B

- Have Ss work in pairs to practice the conversations.
- Call on pairs to say the conversations for the class. Give feedback on pronunciation.

1 The news

At a glance: Unit overview	Speaking outcomes
LESSON A Stories in the news Ss learn vocabulary for news sections. They use simple present, present continuous, simple past, past continuous, present perfect, and future with <i>will</i> .	Ss can . . . tell news stories.
LESSON B I totally agree. Ss express agreement and disagreement.	Ss can . . . agree and disagree with opinions.
LESSON C Survival stories Ss learn vocabulary for actions in the news. They use <i>Wh-</i> and <i>yes / no</i> questions.	Ss can . . . ask questions and talk about a news story.
LESSON D Creating news Ss read an article about citizen journalism, and write a short news blog.	Ss can . . . discuss a news story.

Warm-up

Learning objective: Preview the topic and talk about the news.

Presentation Plus: Tip

In class, books closed. Zoom in on the first picture. Say: *This is one way to get the news.* Have Ss work in pairs to brainstorm other ways to get news. After brainstorming, show the remaining pictures. Do Part A. Have Ss discuss if their ideas were similar to the ideas in the pictures.

A

- To introduce the topic of the news, ask Ss how often they read or watch the news.
- Direct Ss' attention to the pictures. Have Ss work in pairs or groups to look at the pictures and answer the question.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

Answers

a newspaper, online, TV, phone, radio, electronic headline

B

- Go over the instructions.
- Model the activity with a S.
- Have Ss work in pairs or groups to discuss the questions.
- Elicit answers from several pairs.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk and write about the news in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Survey

Take a class survey with the question *How do you get your news?* and tally the responses on the board. Compare the ranking with the popularity of news sources in the United States (see the *Cultural note* below).

Cultural note

Most Americans get their news from more than one source. The ranking of news sources by popularity (from most to least) is: local TV, national network news, online news, radio news, local newspaper, national newspaper.

LESSON A overview

Vocabulary: News sections

Grammar: Verb tenses – statements

Speaking: Information exchange about news stories

1 Vocabulary News sections

Learning objective: Use vocabulary for news sections.

A (Level 4 Track 3)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different news sections.
- Go over the instructions. Direct Ss attention to the example sentence below the pictures.
- Play the audio. Have Ss listen and read silently.
- Have Ss work individually or in pairs to match the words and pictures.
- Have Ss check answers with a partner using the example sentence as a model.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Presentation Plus: Show the word! page xxxi

After doing Part A, follow the steps for *Show the word!*, Option 2, to review vocabulary for news sections.

B

- Go over the instructions.
- Have Ss work in pairs to match the news stories to the news sections.
- Go over the answers with the class.

Answers

the best new applications for phones: Technology / Science

last night's soccer scores: Sports

a meeting among world leaders: World

a new coffeehouse in your town: Local / Lifestyle

2 Language in context In the news

Learning objective: See use of verb tenses in context.

A (Level 4 Track 4)

- Elicit the meaning of *headline* (the title of a news story). Ask Ss where they see *headlines*. Explain that *headline* is used only for news stories, not for other kinds of titles.
- Direct Ss' attention to the text to set the scene. Explain that the bold text in each item is a headline, and the sentence below is the beginning of the news story.
- Go over the instructions.
- Play the audio. Have Ss label the stories with the letters of the news sections from Exercise 1A as they listen and read silently.
- **Option** Have Ss check their answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Have students work individually to rank the stories.
- Read each headline and ask for a show of hands to see how many Ss chose it as number 1 and how many chose it as number 4.

Extra activity: Extension

Discuss recent events in the news. Ask Ss which stories (if any) they have been following, and find out how much they know about them. Make a class list on poster paper of any stories that are likely to be ongoing while Ss are working on this unit (*bad weather in _____; problems with _____ and _____'s celebrity wedding, etc.*). Post the list somewhere in the room so that you can refer to it as Ss work through the unit.

LESSON B overview

Interactions: Expressing and acknowledging expectations

Listening: Cross-cultural differences

Speaking: Information exchange about customs in different countries

1 Interactions Expectations

Learning objective: Express and acknowledge expectations.

A

- Direct Ss' attention to the picture to set the scene.
Ask: *Do you think these people are from the same country?*
- Go over the instructions. Tell the Ss about any experiences you have had with making a mistake because you didn't know about a custom. Elicit their experiences.

B (Level 4, Track 49)

- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answer with the class.

Answer

He arrived more than half an hour late.

- **Tip** To practice natural phrasing in a conversation, conduct a choral repetition of the conversation, pausing to have Ss repeat during the natural breaks, e.g., *So, Ruben / how do you like it here? Oh, I love it. / The people, / the food – / but can I ask you something?* Then have half the class be Diana and the other half be Ruben while you conduct the conversation with hand movements.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 4, Track 50)

- Have Ss read the expressions in the boxes. Explain that the expressions for expressing expectations are formal, especially *You're expected to*. Point out the use of the passive voice. Tell Ss that *Oh really? I wasn't aware of that*, is more formal than the other ways of acknowledging an expectation.
- Tell Ss there are two other expressions in the conversation, one for each box. Have Ss read the conversation again to find these expressions and add them to the boxes.
- Play the audio. Have Ss listen and check their answers.
- Elicit the expressions from the Ss.
- **Option** Play the audio line by line and have Ss repeat the expressions.

Presentation Plus: Language switch page xxix


After doing Part C, follow the steps for *Language switch*, Option 2, to practice expressions for expectations. Hide *Here it's the custom to and Really? I didn't realize that*.

D

- Go over the instructions and the conversation. Remind students to use the expressions from Part C.
- Have Ss work in pairs to practice the conversation then change roles and practice again.
- Call on several pairs to repeat their conversations for the class.
- **Option** Follow up with a discussion of the country you are in or of the Ss' native countries. Ask if any of the expectations listed are the same or how they differ.

3 Grammar Comparatives and superlatives

Learning objective: Practice comparatives and superlatives.

 (Level 4, Track 61)

Comparisons

- Direct Ss' attention to the *Comparisons* column on the left side of the grammar box. Read the sentences aloud.
- Focus on use. Ask Ss how many cities are being compared in the sentences. Point out that we only use comparative forms when we are talking about two things.
- Focus on form. Have Ss identify the simple form of each adjective. Write it on the board and elicit the rule for forming the comparative. Write the rules on the board for reference during the lesson:
 - 1 One syllable: adjective + *-er* + *than* (*cheaper than*)
 - 2 Two or more syllables: *more / less* + adjective + *than* (*more fun-loving than / less expensive than*)
 - 3 One or more syllables: (*not*) *as* + adjective + *as* (*not as cold as*)
- Point out that better and worse are irregular comparatives. Ss may also know *further* and *farther*. Some 2-syllable adjectives can be used with either *-er* or *more*, e.g., *clever*; *gentle*; *friendly*; *quiet*.

Superlatives

- Direct Ss' attention to the *Superlatives* column on the right side of the grammar box. Read the sentences aloud.
- Focus on use. Point out that we only use superlatives when we are talking about three or more things.
- Focus on form. Elicit the rules for superlatives and add them to the information on the board:
 - 1 One syllable: adjective + *-est* (*cheapest*)
 - 2 Two or more syllables: *the most / the least* + adjective (*the most fun-loving / the least expensive*)
- Point out that adjectives that are irregular in comparative form are also irregular in superlative form.
- Refer Ss to the city descriptions in Exercise 2. Have Ss underline the examples of comparatives and superlatives.
- Check comprehension. Ask: *Where should you live if you like a quieter city? Why? Where should you live if you don't like the cold? Why? Which place has the best food?*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions.
- Have Ss work individually to complete the sentences.
- **Option** Ask Ss who finish early to write an additional comparative sentence about two cities they know.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work in pairs to restate the sentences using *not as . . . as*.
- Call on individuals for the answers.

C

- Go over the instructions.
- Have Ss work individually to complete the questions.
- Go over the completed questions with the class.
- Have Ss work in pairs to ask and answer the questions with their own information.
- Call on Ss to share their answers with the class.

4 Speaking Comparing three cities

Learning objective: Make comparisons about cities.

Presentation Plus: Tip

Before class, add a blank page and place a chart into it with all the words from the box. In class, divide Ss into four groups and have each group brainstorm adjectives that can be used to describe the words in the box. One group does education and entertainment, another group does food and people, etc. Have Ss come to the board and add adjectives to the chart. For larger classes, elicit the adjectives and add them to the chart.

- Direct Ss' attention to the "can do" statement at the bottom of the page.
- Read the words in the word box. Have Ss refer to Exercise 1, Part A, for vocabulary they might use in their conversation.
- Have Ss work in groups to compare three cities.
- Call on individuals to share some of the ideas from their groups.
- Finally, tell Ss to check the "can do" statement if they can make comparisons about cities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 33-35
Online Self-study	Lesson A

LESSON D overview

Reading: “The Dress” - A Lecture for Professor Lin's Psychology Class


Listening: Interview for the Proust Questionnaire

Writing: Questionnaire results

Speaking: Questionnaire about thoughts and values

1 Reading “The Dress” - A Lecture for Professor Lin's Psychology Class

Learning objective: Read and discuss a questionnaire; develop skills in reading for specific information.

 (Level 4, Track 143)

A

- Elicit answers to the questions. Prompt Ss to debate their reasonings if they disagree with each other.

B

- Set the scene. Explain that Ss are going to read a lecture by a psychologist and find out the real color of the dress.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

freaking out become very emotional

went viral become very well-known on the Internet

perception a belief or opinion based on how things seem

assumption something you believe without knowing if it is true or not

- Go over the instructions.
- Have Ss read the lecture and look for the answer to the question.
- Elicit the answer.

Answers

It depends on our perception of color

- **Option** If your Ss enjoy reading aloud, have them work in pairs to take turns reading the questions and answers. Ask Ss who are uncomfortable reading aloud to follow along as their group members read.

C

- Go over the instructions. Have Ss read the lecture again silently.
- Have Ss work individually to answer the questions using reported speech.
- **Option** Have Ss work in pairs to compare answers.
- Go over the answers with the class.
- Elicit any additional vocabulary questions.

Presentation Plus: Tip

After doing Part C, zoom the section. Have volunteers come to the board and use the Pen tool to underline the section showing the location of the answer in the reading. Have Ss put the corresponding question number beside the underlined segment.

D

- Go over the instructions.
- Have Ss work in pairs to discuss the questions.
- Call on Ss for the answers.

Festival food

A PAIR WORK Look at these popular festival foods. Which do you want to try? Which would you not want to try? Why? Tell your partner.



Shaved ice

Ice is first shaved, and then a choice of different fruit syrups is added.



Elephant ear

Dough is pressed flat, fried in a pan, and then covered with sugar and cinnamon.



Turkey leg

A turkey leg is covered with sugar, salt, and spices and then roasted slowly.



Meatballs on a stick

Meatballs are baked, put on a stick, and then covered with tomato sauce.



Corn on the cob

An ear of corn is roasted and buttered. Salt, pepper, or hot sauce is then added.



Fried candy bar

A whole chocolate candy bar is covered in batter and then fried. Whipped cream is sometimes added on top.

B PAIR WORK Close your books. Take turns. Describe one of the festival foods. Your partner guesses the food.

C GROUP WORK Discuss these questions.

- Which foods in Part A are healthy? Which aren't? In what way?
- Which foods and drinks are popular at festivals in your country?
- How are they made? Who usually eats them?
- Are these foods different from street foods? If so, how?
- How does food vary in your country from region to region?
- Think about your hometown. Is it known for a particular food?

Unit 3, Lesson A

Learning objective: Describe festival foods.

Refer Ss to page 128.

A

- Go over the instructions. Before Ss begin their pair work, ask them to read the food descriptions and identify any unknown vocabulary. Go over the vocabulary with the class: *batter* (a mixture of flour, milk, and often eggs); *shaved* (made with thin pieces cut from the surface).
- Have Ss talk to a partner about which foods they would and would not want to try. Tell them to give reasons.
- Ask for a show of hands to find out which of the foods are the most and least popular.

B

- Go over the instructions.
- Have Ss close their books and describe the foods from memory. Tell them to continue until their partner guesses what food it is.

C

- Have Ss work in small groups to discuss the questions. Then ask different groups to share their answers with the class.

Will that really happen?

A Add three more question topics to the chart about life in the future.

Find someone who believes . . . in the future.	Name
students will be finishing college in just three years	
most people will be eating only organic food	
women will be leading most countries in the world	
ocean levels will rise to dangerous levels	
the world's population will reach 10 billion	
children will work independently in classrooms	
people will be working a 20-hour workweek	
most people will be working until age 70	
most people will be speaking English as a native language	

B **CLASS ACTIVITY** Ask questions and find classmates who believe the possibilities in Part A will be happening in the future. Write their names. Ask questions for more information.

A: In your opinion, will students be finishing college in just three years in the future?

B: Yes, they will.

A: Why do you think that will happen?

B: College will be even more expensive, so students will try to finish college faster.



C **GROUP WORK** Share your opinions about the possibilities in the chart. Do you agree with your classmates?

Unit 11, Lesson C

Learning objective: Discuss a survey about life in the future.

Refer Ss to page 148.

A

- Go over the instructions.
- Have Ss work individually or in pairs to add three questions to the survey. Remind them to use future continuous or future with *will*.

B

- Go over the instructions.
- Read the example conversation with a volunteer. Emphasize that Ss should ask additional questions for more information.
- Explain that Ss will be speaking to twelve different classmates, one for each question.
- Have Ss walk around and ask questions, writing their classmates' names and notes in the chart.

C

- Go over the instructions.
- Have Ss work in groups to discuss their answers to the questions.
- Call on a reporter from each group to share something interesting from the discussion.

B Check (✓) the correct answers.

	Emi	Christine	Tony	Ben
1 Who likes lifestyle and entertainment news?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who doesn't read business news?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who reads headlines during the interview?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who likes to get traffic news every ten minutes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Who likes to read the world and travel sections of the news?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Who doesn't read the paper or watch the news on TV anymore?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C Match Soon-mi's comments and the places they describe.

- | | |
|------------------------------------------------------------------|----------------------------------------------------------------------|
| 1 Emi gets all of her news from _____. | a people on the news talk too much |
| 2 Christine is relaxing with the paper because _____. | b his last song was terrible |
| 3 Christine can't check the news online at work because _____. | c he's in a hurry |
| 4 Tony doesn't want to talk to Emi because _____. | d it's her day off |
| 5 Ben thinks TV news is boring because _____. | e Cool TV |
| 6 Ben thinks people are chasing a local rock star because _____. | f the company only allows employees to use the Internet for business |

After you watch

GROUP WORK Discuss the questions.

- Do you get your news the same ways as Emi, Christine, Tony, or Ben? If not, how do you get your news?
- Why do you get your news the way that you do? What do you like about it? What don't you like about it?
- What are your favorite and least favorite sections of the news? Why?



B Check (✓) the correct answers. (More than one answer is possible.)

1 What does Ben tell Wendy he's already done?

had his clothes dry-cleaned

graduated from college

gotten his résumé printed

practiced answering interview questions

2 What does Wendy tell Soon-mi to include on her résumé?

the colleges she has attended

how long she worked at each job

her date of birth

the name of her junior high school

the degrees she has received

the name of her high school

the jobs she has had

a photo of herself

3 What is Wendy's advice to Nick?

dress well

look very serious

relax

smile

C Circle the correct answers.

1 According to Wendy, what's a network?

a an online community of co-workers

b people who can help in your career

c a television station

2 What do people in your network probably not do?

a have the kind of job you want to get

b practice interviewing with you

c know about jobs that are available

3 If you have trouble thinking of an answer to an interview question, what should you say?

a the first thing that comes into your head

b "I'm sorry, but I don't know."

c "That's a good question. Let me think."

4 What does Wendy not mention as one of the most important things to do when you're preparing a résumé?

a Write clearly and simply.

b Get your résumé proofread.

c Keep your résumé short (no more than one page).



After you watch

A **PAIR WORK** What do you think about Wendy's advice to Nick? What situations make you nervous? What do you do when you're nervous and don't want to be? Tell your partner.

B **PAIR WORK** Discuss the questions.

- Who is in your network, and why? How can you build your network to help with your career goals?
- Have you ever gone on a job interview? What was the experience like? What did you learn from it?
- Will you be going on an interview soon? If so, how will you prepare for it?

B

In this activity, Ss complete the sentences with the words used to describe the parts of the elephant in the video.

- **Preview the activity** Go over the instructions. Have Ss look at the pictures and read the captions and incomplete sentences.
- **Play the video** Have Ss write the correct words in the corresponding sentences. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1 tree 3 snake 5 wall
2 rope 4 fan 6 spear

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss identify information about the video as true or false.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write T for the true sentences and F for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Have Ss correct the false sentences.

Answers

1 T 2 F 3 T 4 F 5 F

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

After you watch (page T-194)

A

In this activity, Ss discuss the use of the word *actually*.

- **Preview the activity** Go over the instructions. Read the examples. Model a discussion with a volunteer, if helpful.
- **Do the activity** Have pairs analyze and discuss the usages and meanings of the word *actually* in each example.

- **Check answers** Have pairs compare answers with another pair. Go over the answers with the class.

Answers

1 to correct a mistake
2 to express a change of mind
3 to express surprise
4 to correct a mistake
5 to correct a mistake
6 to express surprise

B

In this activity, Ss take notes on a time they changed their minds.

- **Preview the activity** Go over the instructions. Read the questions. Model an example of your own, if helpful. Encourage Ss to be specific and note as many details about their experiences as they can remember.
- **Do the activity** Have Ss take notes about their experiences to prepare to talk about them. Go around the room and give help as needed.

C

In this activity, groups discuss their experiences from Part B.

- **Preview the activity** Put Ss in small groups. Go over the instructions. Model a conversation with a volunteer, if helpful. Remind Ss that they can use *actually* to express a change of mind.
- **Do the activity** Have groups share their experiences from Part B.
- **Follow-up** Have groups briefly summarize their discussions for the class and discuss any interesting similarities or differences between them.

Action video note

Instruct Ss to make their own videos about a fairy tale. For further instructions, visit www.cambridge.org/fourcorners/teacher

Ben Sure.
Paul OK.

Nick What would you do if you saw a woman with a car problem?
Ben Excuse me! Can I help?
Angela Thank you so much! Could you push me to that gas station over there?

Nick Why would you do these acts of kindness? Well, they would make you feel good about yourself. And they would make the people you helped feel good about you!
Irma Hi!
Ben Hi!
Irma How are you?
Ben I'm good, thanks.
Irma This is for you.
Ben Thank you!
Paul Hi! The hotel is great.
Ben Oh, OK! Excellent!
Paul I bought you something – thanks for helping me.
Ben Thanks!
Angela Hi. This is for you!
Ben Thanks!

Unit 5

Travel and tourism

In this episode of Street Talk with Emi K., she asks New Yorkers, "What advice would you give to tourists?" First, she talks with two women: Elena, who says to go shopping in SoHo where she got a handbag for \$250, and her friend Lauren who prefers Canal Street because it's cheaper and more diverse. It's also where she got a bag that looks exactly the same as Elena's for only \$25. Next, we meet an actor who says that if you buy Broadway tickets just before the show, you can get them cheaper. He also says New Yorkers are friendlier than everybody thinks. Finally, Emi interviews a couple from Iowa who are tourists. They heard advice on where to eat the best spaghetti and where to find the best bargains on handbags. But then the tourist's bag from Canal Street breaks, proving that you get what you pay for!

Emi Hi guys, I'm Emi K. And today, like every day, I'm in a world-famous city. I'm in the best, the most fast-paced, the most culturally diverse, and the most fun-loving city ever. That's right. I'm in New York City! Now, New York has everything, and everything happens fast. If you're a tourist from somewhere more slow paced, it can be confusing. So today, we're asking New Yorkers, "What advice would you give to tourists?" Let's ask these girls.

Emi Excuse me! Ladies! Hi! I'm Emi K. with *Street Talk*. Can I ask you a quick question?
Elena Oh, sure! We know your show. I'm Elena. And she's Lauren. Only – why are you wearing that hat? Only tourists wear that hat.
Emi Yeah, I know. It's just because today's question is: "What advice would you give tourists who come here?"
Elena Oh, I get it. And that's an easy question. They should go to SoHo. It's the coolest part of the city. It's more expensive than other areas, but it has the trendiest restaurants, the best stores, the most glamorous people . . .
Lauren Oh, I don't know. Everything in SoHo is so overpriced. I prefer Canal Street. That's in Chinatown.
Emi Canal Street. Why there?
Lauren Well, for one thing, it's cheaper. And it's more culturally diverse.
Elena Yeah, but the shopping is better in SoHo. Look, I got this bag in SoHo. It's made by the designer Giorgio Giorgio. Isn't it great? Only \$250!
Lauren And I got the same one on Canal Street, but it was much cheaper! Only \$25!
Elena Yeah, but is it a real Giorgio Giorgio handbag?
Lauren No. But it looks as real as yours!

Emi OK, everyone, this is Diego. He's an actor. Now, Diego, what advice would you give tourists?
Diego Well, there's lots to do, but you should make time to see a Broadway show.
Emi OK, but aren't theater tickets expensive?
Diego Well, it's true. The best seats aren't cheap. But if you buy your tickets just minutes before the show, the prices are less expensive. You can get good seats that are cheaper. Sometimes the tickets are as cheap as \$15. I mean, that's almost as cheap as going to a movie.
Emi True. Any other advice for tourists?
Diego Yeah. Ask for directions. New Yorkers are friendlier than everybody thinks. Most people will be happy to help you find your way.
Emi All right, thanks, Diego!

Emi This is Paul and Kathy. They actually are tourists.
Paul That's right. We're from Iowa. That's in the middle of the United States.
Emi So, did you get any good advice about New York City?

Grammar

Second conditional

Main clause + <i>would</i>	If clause + simple past
I would be angry She'd feel better	if they kept me waiting. if he admitted his mistake.

- When the *if* clause comes before the main clause, it is followed by a comma.
If they kept me waiting, I'd be angry.

Yes / no questions	Short answers Affirmative	Short answers Negative
Would he feel bad if she gave him a compliment?	Yes, he would .	No, he wouldn't .
Would you say something if you saw someone drop litter?	Yes, I would .	No, I wouldn't .

- Use the second conditional to describe “unreal” or imaginary situations.
- Use the contraction *'d* instead of *would*.
If she gave me a compliment, I'd be happy.
- Do not use *would* in the *if* clause.
If he invited me to the party, I wouldn't go.
NOT *If he would invite me to the party, I wouldn't go.*

Past modals for hypothetical situations

Statements				
I	should	have	turned down	that request.
He	shouldn't	have	asked	for the favor.
She	could	have	offered	an explanation.
They	would	have	reached	a compromise.

Yes / no questions	Short answers Affirmative	Short answers Negative
Should I have accepted it?	Yes, you should have .	No, you shouldn't have .
Could he have made it?	Yes, he could have .	No, he couldn't have .
Would she have come?	Yes, she would have .	No, she wouldn't have .

- Use past modals to talk about hypothetical situations in the past.
- Use *should have* to talk about something that was a good idea, but didn't happen.
I should have accepted that invitation. (I didn't accept it and now I regret it.)
- Use *could have* to talk about something that was possible in the past, but didn't happen *He could have turned down the request. (It was possible to turn down the request, but he didn't.)*
- Use *would have* to imagine something in the past that didn't happen.
I would have accepted an apology

Vocabulary

Polite and impolite behavior

admit a mistake
cut in line
drop litter
give a gift to say thank you
give someone a compliment
keep someone waiting
offer your seat
talk loudly in public

Word Partners

accept / turn down an invitation
agree with / disagree with an opinion
ask for / offer an explanation
ask for / return a favor
give / accept a compliment
make / offer an excuse
make / turn down a request
offer / accept an apology
reach / suggest a compromise

Function

Expressing an expectation

It's the custom to . . .
You're supposed to . . .
You're expected to . . .

Acknowledging an expectation

I didn't realize that.
Oh, I didn't know that.
Oh, really? I wasn't aware of that.