

WELCOME TO FOCUS ACTIVETEACH

This disc contains software for the course *Focus* to be used with an interactive whiteboard. The software embodies all material available in the paper textbook (Students' Book and Workbook), enriched by interactive exercises, audio and video material, tests, photocopyables and language games.

STARTING THE SOFTWARE

The program will start automatically once the disc is inserted into the drive. A question will pop up asking whether the program is to be installed on a computer or run from a CD /DVD. If you choose to install the program, please follow the instructions displayed on the screen.

OPENING MENU

The following menu options are displayed on the welcome screen:

Save my work: create a new file

Select this option to save all changes (e.g. annotations, web links, personal notes) to page spreads. Choose the location in which your data should be saved and create a folder (e.g. Class 4B).

Save my work: add to an existing file

Select this option to access previously saved work or to add new work to the file. Select the folder (e.g. Class 4B) you wish to access in order to continue.





Don't save my work

Select this option if you do not need to save any changes (e.g. annotations, web links, personal notes) or access any previously made changes whilst using the product.

Show help PDF

















If this option is selected, a short instruction manual will appear in PDF format.

STUDENTS' BOOK AND WORKBOOK

ActiveTeach contains units from both the Students' Book and the Workbook. Select a unit of the Students' Book or the Workbook from the buttons in the lower part of the screen. In order to go to the page of your choice click on its thumbnail in the upper part of the screen. The *Navigate to any page* button  at the bottom of the screen allows you to go to the page of your choice. The *arrow* buttons   at the bottom of the screen allow you to navigate between pages. The *back* button  allows you to go one level up.

FLOATING TOOLBAR

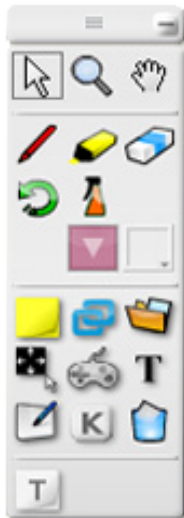
Once a page spread is opened a toolbar will appear in the bottom left corner of the screen. The toolbar will allow you to annotate pages, import files and zoom into certain areas.




















In order to zoom into an area select the *magnifying tool*  and choose the area you wish to zoom into. Click again to go back to the previous view of the page. You can select an area of the zoomed in page by using the *hand tool* . This will allow you to focus on a chosen section and move the page around. Selecting the *arrow tool*  will allow you to exit all other tools. You can make annotations on a page using the *highlight tool*  and *pen tool*  tools. Use the *eraser tool* , *clear screen tool*  and *undo tool*  to correct /erase annotations. You can adjust the size of the *eraser tool*  and the size and colour of the *pen* and *highlight* tools. You can pin yellow notes  to pages and add links to websites  or files . You can cover up an area of a page , choose the whiteboard view to make an annotation  or make an annotation in a text field . Remove pinned notes and links to websites and files by using the *trash tool* .

Adding your own games

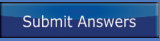



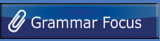
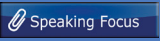

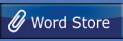
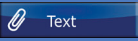




You can create and add your own games to the application using the following templates: Pelmanism, Sheep Out/Honey, Noughts and Crosses. To add a game, drag the game icon from the toolbar to a page and follow the instructions on the screen. To save the game for future use, make sure you follow these steps:

1. Open ActiveTeach and choose 'Save my work - create a new file', select location, click OK and then Start,
2. Add your game to ActiveTeach,
3. If you would like to load saved content when reopening the ActiveTeach, choose 'Save my work to existing file', select location, click OK and then Start.



Icon	Tool	Function
	arrow tool	Click to exit other tools.
	magnifying tool	Click to zoom by clicking anywhere on the page or by clicking and dragging over an area.
	hand tool	When zoomed in, click and move to focus on a chosen area.
	pen tool	Click and write to make annotations.
	highlight tool	Click and drag to highlight text.
	eraser tool	Click and drag to erase annotations and highlights.
	clear screen tool	Click to clear screen of all annotations / highlights.
	undo	Click to undo previous annotation / highlight.
	tool size	Click and move to adjust the thickness of line for the pen, highlight and eraser tools.
	colour tool	Click to choose the colour of pen and highlight tool.
	add a game tool	Drag to pin a new game to a page. Select the type of game you want to add from the list when prompted and click OK.
	yellow note tool	Drag and click to pin a note to a page. Click to open /close the note.
	link tool	Click and drag to add a website link to a page.
	folder tool	Click and drag to add a link to a file.
	blind tool	Click on the icon and click once on selected area to release. Then, adjust size to cover up an area of a page.
	text tool	Click once on icon and once on selected area to make an annotation in a text field.
	whiteboard tool	Click to make an annotation on a whiteboard.
	trash tool	Select item and drag it to trash tool to delete it e.g. yellow notes, website links, text, blinds, files etc.
	keyboard tool	Input comments in text field using keyboard tool.

FUNCTION BUTTONS USED WITHIN INTERACTIVE EXERCISES


Icon	Function
	Checks answers and displays feedback.
	Shows all answers in an exercise.
	Restarts an exercise.
	Shows single answers or opens a frame with example answers or additional information.
	Displays a relevant grammar box to assist with the exercise.
	Displays a relevant Speaking Focus box to assist with the exercise.
	Displays a relevant vocabulary list to assist with the exercise.
	Opens a relevant Word Store page.
	Opens frames with resources referring to the exercise (e.g. articles /previous exercises / reading text).
	Shows additional information to assist with the exercise.
	Opens a relevant culture note.
	Opens a frame with a dialogue referring to the exercise.
	Plays audio.

INTERACTIVE EXERCISES

(Students' Book Pages)

Each exercise from the Students' Book can be opened separately. Once the cursor is pointed at an exercise, its header will become highlighted. In order to open an exercise click the highlighted area.

0.3 Mr Bean

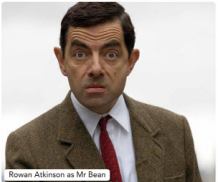
 What do you know about Mr Bean? Choose what you think is true. Then listen and check.

1 The film 'Mr Bean on Holiday' very successful.

2 Mr Bean as a TV series.

3 The person who plays Mr Bean acting.





4 Mr Bean the original name for the character.



Rowan Atkinson as Mr Bean

[Help](#)
[Teacher's Resources](#)
[Language Resources](#)
[Audio](#)
[Video](#)
[Games](#)

The toolbar can be used to make annotations in exercises.

The arrow buttons   navigate between exercises within the book. The back button  allows you to return to the main view of the Students' Book. Use the Navigate to any page button  to navigate between units and pages.

ICONS FOUND ON THE STUDENTS' BOOK AND WORKBOOK PAGES

Icon Function



Plays video.



Opens games.



Opens a
corresponding
Word Store page.



Takes you back to
the corresponding
Students' Book
page.



Displays answers
either in a separate
answer box or
written into the
spaces provided on
the page.

SHOW ANSWER FUNCTION (Workbook Pages)



To show answers for the Workbook activities click on the tick icon . The answers pop up either as a separate answer box or as answers written into the spaces provided on the Workbook page.

1 PERSONALITY

1.1 Vocabulary

Personality adjectives • Adjective + preposition

SHOW WHAT YOU KNOW

- Choose the correct options.
 - You were *serious* / *negative* / *stupid* to walk home on your own late at night. Next time call your parents.
 - Chris is *clever* / *brave* / *serious*. He never has anything interesting to say because he spends all his time playing computer games.
 - Megan is as *impatient* / *clever* / *stupid*. She's only three and she can already count to fifty.
 - Joe complains about everything. There is always something wrong. He's very *brave* / *positive* / *negative*.
 - I think it was very *stupid* / *positive* / *funny* to help Alex with her homework, Luke. Thank you.
- A few months after making her list, Anna is having a conversation with her friend Laura. Complete it with the adjectives in the box. There are two extra adjectives.

arrogant caring cheerful hard-working
crazy miserable modest selfish shy

U: So, how are things? Is Simon the perfect boyfriend?
A: Well, nobody's perfect, but you know what? He's really great. First of all, he's really modest. You know, always happy and smiling. And he's very caring. He wants to be a teacher and he does lots of studying in the evenings.
L: Does he have any time for you, then?
A: Oh sure. He's a very friendly guy. He calls me every night and asks about my day. And he often buys me flowers.
L: Wow. Lucky you! Dave never asks about my day. He only thinks about himself. He's so selfish. Dave thinks he's the best boyfriend in the world. He thinks he's the best at everything. He's really arrogant.
A: Poor you. Simon is exactly the opposite. He's really clever, but he doesn't talk about it. He's very modest. I'm really happy, you know.
L: Well, good for you. Unfortunately, I'm not. I'm the opposite. I'm unhappy, really. I think I need a new boyfriend. I don't know what to do. Does Simon have a twin brother?

WORD STORE 1A
Adjective antonyms

Anna is making a list called *My perfect boyfriend*. Use pairs of opposites from the box to complete her list.

arrogant caring cheerful crazy
hard-working lazy miserable modest
outgoing selfish shy

My perfect boyfriend is...

1. *not arrogant* *is caring*

2. *not selfish* *is outgoing*

3. *not lazy* *is hard-working*

4. *not miserable* *is cheerful*

5. *not modest* *is arrogant*

WORD STORE 1B
Negative prefixes un-, in-, im-, dis-

REMEMBER THIS
You can use personality adjectives before a noun, e.g. a *caring boyfriend*, or after the verb but, e.g. *My boyfriend is caring*.

6 Read REMEMBER THIS. Put the words in the correct order to form sentences.

- has / very / parents / Pauline / serious
Pauline has very serious parents.
- lost / was / heartbroken / disappointed / Zoe's
Zoe was heartbroken and disappointed when she lost her cat.
- two / is / different / Ted / friends
Ted is very different from his two friends.
- new / James / arrogant / girlfriend / extremely / is
James is extremely arrogant. He has a new girlfriend.

WORD STORE 1C
Adjective + preposition

5 Complete the advert with the prepositions in the box.
[about / to / at / for / in / with / on / with]

Junior travel writer wanted for Backpack Magazine

Are you passionate about travel?
Are you interested in cultures?
Are you between 15 and 18 years old?
Yes, yes and yes?

Backpack Magazine is looking for a junior travel writer to join our team during the school summer holidays this year. The successful candidate will be responsible for writing several magazine articles about what young travellers can do in their country. You will also be involved in writing articles for our website and smartphone app. You need to be good at writing and spoken English and have experience meeting and talking to tourists. At Backpack Magazine we are serious about travel, and you won't be disappointed if you're not. Working for us is fun, interesting and well paid. Write to us and tell us why we should choose you as our junior travel writer.

REMEMBER BETTER

To help you remember personality adjectives, try to use them in opposite pairs in sentences about people you know. Use the model sentences.

- One of my teachers is serious. His/She's not funny.
- My best friend is friendly. He/She is not arrogant.
- _____
- _____
- _____

Choose five pairs of opposite personality adjectives from this lesson and write sentences about people you know. Use the model sentences.

- _____
- _____
- _____
- _____
- _____

SHOW WHAT YOU'VE LEARNT

7 Choose the correct answer, A, B or C, to complete both sentences in each pair.

- Last night I watched a TV programme about robots. Are you serious about becoming a doctor?
A on B about C with
- Laura is not very good at Maths or Science. Jenny likes doing her homework in the coffee shop, but I like doing mine at home.
A for B in C on
- Granddad goes for a walk in the afternoon to get some fresh air. I'm responsible for taking out the rubbish at home.
A for B on C about
- Many customers were disappointed with the new smartphone. Ken always gets his chips with lots of salt.
A about B with C in

8 Complete the adjective in the sentences. The first letter of each adjective is given.

- Why is my brother so serious? He never helps with the housework. He just sleeps on the sofa.
- Don't be so selfish. Share the chocolate with your sister!
- My older sister gets £10 pocket money every week and I only get £5. It's unfair.
- Mike is very clever in learning English. She knows ten new words every day.
- Amy is different in three different after-school clubs. She goes to Science club, chess club and Spanish club.
- Lucy is very friendly about badminton. She wants to play for the national team.

Help

Teacher's Resources

Language Resources


Audio

Video

Games

WORD STORE



When a Word Store activity is referenced on a Students' Book page, clicking on the paperclip icon  will open the corresponding Word Store page.

Go to WORD STORE 1 page 3.

WORD STORE 1A

7 Complete WORD STORE 1A with adjectives from Exercise 5. Then listen, check and repeat.

WORD STORE 1B

8 Complete WORD STORE 1B. Write the opposites of the adjectives. You can find them in the interview. Then listen, check and repeat.

9 Complete the sentences with adjectives from WORD STORE 1B.

1 Phil is _____ after he goes to the mountains every year.

2 Ted's an _____ guy. He never tells a lie.

3 I never ask Sarah to look after my pet. She is so _____.

4 Mr Morgan is very _____. He treats all his students equally.

5 Everybody loves Simon. She's really _____.

6 Tim seemed about going on a car with Cara because she's an _____ driver. She only passed her test recently.

7 Paula only sixteen, but he seems to be much older. He's so _____.

10 Can you change the names in Exercise 9 to describe people you know? Tell your partner.

WORD STORE 1C

11 Complete WORD STORE 1C with the correct preposition after the adjectives. Then listen, check and repeat.

12 Complete the questions with the correct prepositions.

1 What sort of things are you interested _____?

2 What school activities are you involved _____?

3 What bands and singers are you keen _____?

4 What sports or games are you good _____?

5 What sort of things are you serious _____?

6 What job at home are you responsible _____?

7 Which marks in your last exam were you disappointed _____?

8 What are you most passionate _____?

13 In pairs, ask and answer the questions in Exercise 12.

USE OF ENGLISH 1

Multiple-choice cloze

1 For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning.

Exchange programmes

Every year lots of students _____ on exchange programmes and stay with students in other countries. This practice was first inspired _____ volunteers who helped in other countries in war time.

There are special organisations that help schools plan these and it can be a wonderful _____ for students. Students stay with teenagers of the _____ age, who are often _____ in the same things. Sometimes students _____ a short time in the other country – maybe two or three weeks – but in some countries students go for longer periods. They can go for as long as a year and also _____ at a school or college in the other country.

Exchange programmes are good _____ you meet people from different countries and also learn about living in another country. Of course, it's an excellent way to practise and improve a foreign language at the same time as having _____!

Before going on an exchange, it's important for the school to choose _____ right teenager for you to stay with. You _____ to fill in forms about your personality, family, interests and pastimes.

A do B take C make D go
1 A of B from C by D with
2 A example B experience C event D impression
3 A common B same C near D exact
4 A keen B passionate C serious D interested
5 A leave B make C use D spend
6 A go B study C pass D stay
7 A for B because C and D that
8 A fun B joke C laugh D smile
9 A a B some C very D the
10 A must B should C need D will

WORD STORE 1

Multiple-choice cloze

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Every year lots of students _____ on exchange programmes and stay with students in other countries. This practice was first inspired _____ volunteers who helped in other countries in war time.

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Exchange programmes are good _____ you meet people from different countries and also learn about living in another country. Of course, it's an excellent way to practise and improve a foreign language at the same time as having _____!

Before going on an exchange, it's important for the school to choose _____ right teenager for you to stay with. You _____ to fill in forms about your personality, family, interests and pastimes.

A do B take C make D go
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6 A go B study C pass D stay
7 A for B because C and D that
8 A fun B joke C laugh D smile
9 A a B some C very D the
10 A must B should C need D will

WORD STORE 1A

Adjective antonyms

POSITIVE NEGATIVE
1 caring selfish
2 cheerful gloomy
3 modest boastful
4 shy outgoing
5 easy difficult

WORD STORE 1B

Negative prefixes un-, in-, dis-

1 experienced inexperienced
2 fair unfair
3 honest dishonest
4 popular unpopular
5 responsible irresponsible

WORD STORE 1C

Adjective + preposition

1 disappointed with
2 good at
3 interested in
4 involved in
5 keen on
6 passionate about
7 serious about
8 responsible for

REMEMBER THIS

It is OK for questions to end in a preposition (What are you interested in?)

PERSONALITY

WORD STORE 1D

Negative prefixes un-, in-, dis-

1 cooperative uncooperative
2 reliable unreliable
3 diligent lazy
4 inventive unimaginative
5 useful useless
6 successful unsuccessful

WORD STORE 1E

Word families

NOUN ADJECTIVE
1 laziness lazy
2 generosity generous
3 business business
4 loyalty loyal
5 dignity dignified
6 responsibility responsible

WORD STORE GLOSSARY

Words to learn

PARTS OF SPEECH


adjective – e.g. good, red, shy
adverb – e.g. well, easily, often
article – a/an, the
noun – e.g. table, advice, uniform
numeral – e.g. one, two, first, second
preposition – e.g. at, in, under
pronoun – e.g. I, we, he, she
verb – e.g. teach, learn, remember

OTHER TERMS

antonym – e.g. caring, selfish
collocation – e.g. go home, find a solution
compound noun – e.g. website, text message
past tense – e.g. called, told, had, finished
past tense verb – e.g. called, told, had, finished
synonym – e.g. big = large

WORD BUILDING

prefix – e.g. unfair, dishonest
suffix – e.g. successful, employment

Once you are on the Word Store page you can click on the back button  at the bottom of the screen to return to the Students' Book page.

2.3 Listening

 Word List

The speaker wants to:

- Submit Answers

[Show Answers](#)

Reset

Audio



Video



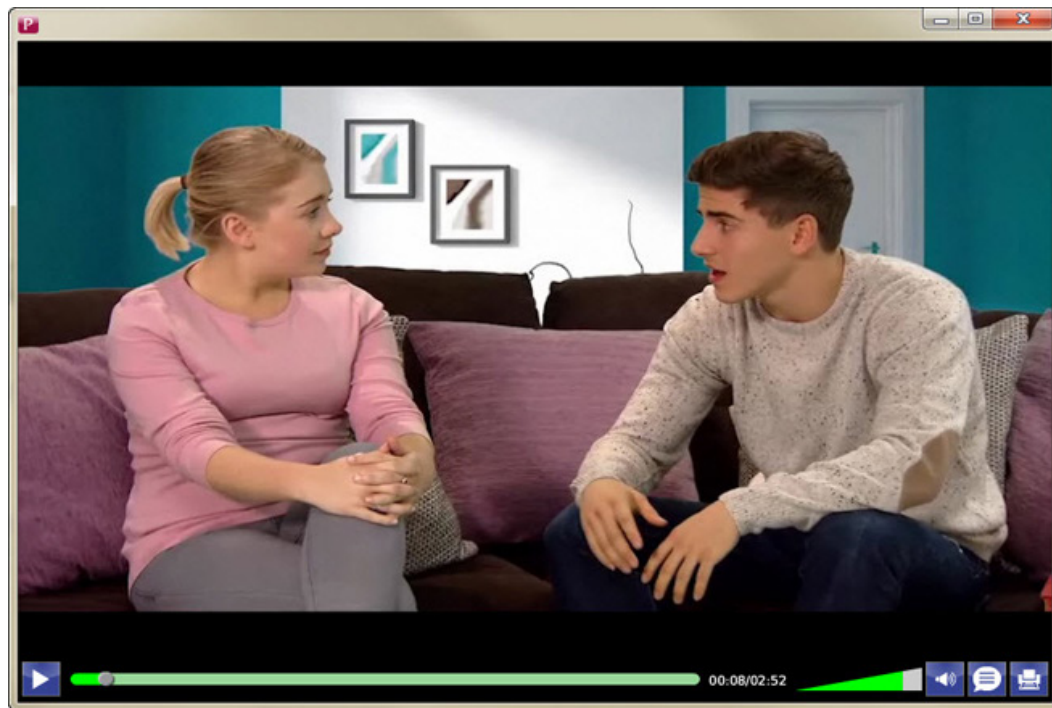
Prints audio / video script



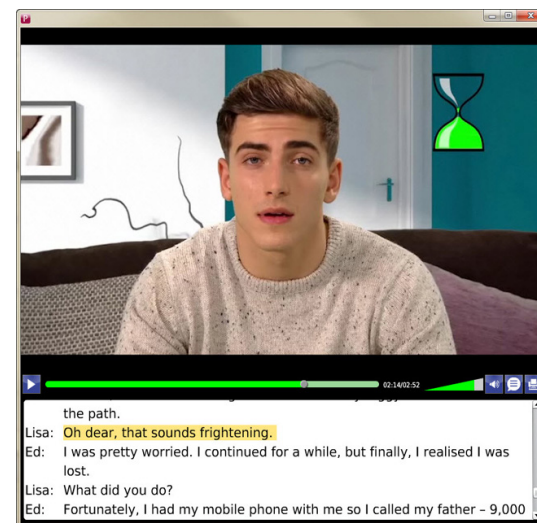
Displays audio / video script.
Allows you to go directly to
the part of audio / video that
you want by clicking on the
section in the script.

INTERACTIVE SPEAKING VIDEOS

These can be opened from the Speaking lessons page spreads or via the bottom menu Video bar.



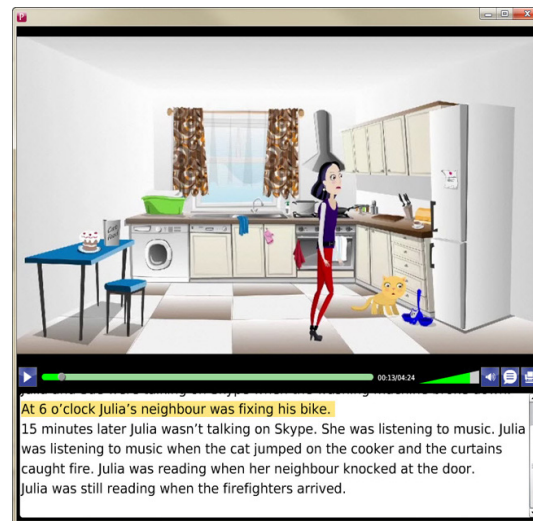
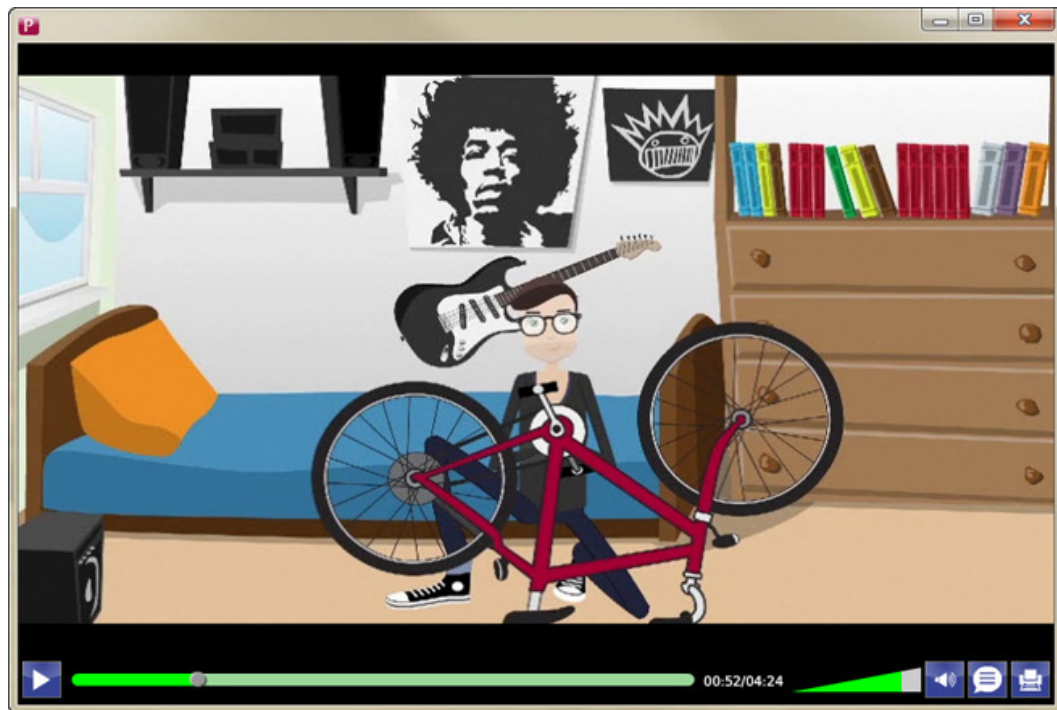
These videos are designed to be used in conjunction with speaking lessons from the Students' Book. Students can watch the first section of the video and then interact with the video in the second section, in order to practice new language from the unit.



Subtitles and the video script are available for students to use while watching the videos by clicking on the video script icon. The pull down video script can also be used to jump ahead or return to a chosen point in the dialogue.

GRAMMAR ANIMATIONS

These can be opened from the Grammar lessons page spreads or via the bottom menu Video bar.



Grammar Animations are designed to be used in conjunction with grammar lessons from the Students' Book. Each animation is composed of two parts: the animated cartoon, which presents the target grammar structure in context, and the teacher's explanation, which reinforces understanding and learning of the structure. Students can watch the animations with or without the subtitles.

BOTTOM MENU BAR



This button allows access to a short instruction manual in PDF format and a short introduction to Grammar Animations.

This button allows access to Photocopiables, Tests, and Tests Answer Key.

This button allows access to Word Lists, Grammar Reference and Phonetic Chart.

This button allows access to all the audio for the course: Students' Book and Tests as well as audio scripts.

This button allows access to Grammar Animations, Interactive Speaking Videos as well as video scripts.

This button allows access to the Scoreboard, Countdown Timer and the games.

TECHNICAL SUPPORT

If any technical problems occur please follow these instructions:

- Restart the program.
- Restart the projector and the interactive whiteboard.
- If you have problems with the way the application is displayed on the screen, please check the font size in the Properties settings (recommended: 96dpi).
- If you have problems with the interactive whiteboard, please contact the manufacturer.
- For more technical support please go to **www.pearsoneltsupport.com** to access the Pearson knowledgebase, view FAQs (frequently asked questions), request technical support online or talk to a consultant.

GAMES

- **City Sprint** - Type in the correct word or phrase when the runner stops.
- **Connection** - Answer the questions and try to get four boxes in a row.
- **Crossword** - Click on the clues and type in the words in the crossword.
- **Pitch Battle** - Click on a team member and choose the correct word to complete the sentence and score a goal.
- **Selection** - Click on the correct word to complete the sentence and feed the frog.
- **Stepping Stones** - Play in two teams. Team 1: Connect the stepping stones from left to right. Team 2: Connect the stepping stones from top to bottom.
- **Word Grab** - Turn the steering wheel to move the speedboat and collect the words in the correct order to form sentences.