

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.

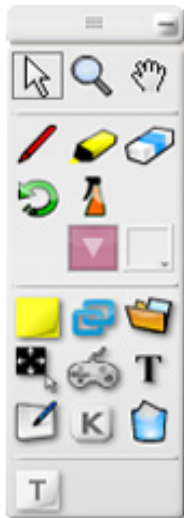
STUDENTS' BOOK AND WORKBOOK

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* .



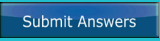
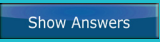


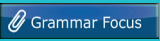
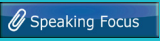
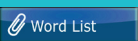
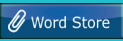
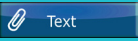

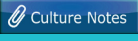
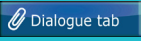

Adding your own games

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)

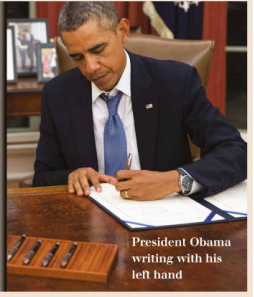
Each exercise from the Students' Book can be opened separately. Once the cursor is pointed at an exercise, its header will become highlighted. In order to open an exercise click the highlighted area.

1.5 Grammar




5 ▶ Complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?










So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society (force/us/use) objects that are designed for right-handed people and this (make/us/look) clumsy. As a child, I don't remember deciding that I was left-handed. But when my primary school teacher saw me using my left hand for writing and drawing, she (encourage/me/swap) hands. She didn't (manage/change) my natural inclination and I didn't stop writing with my







President Obama writing with his left hand

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.

SHOW ANSWER FUNCTION
(Workbook Pages)



Icon	Function
------	----------



Plays video.



Opens games.



Opens a corresponding Word Store page.



DO YOUR BEST

1.1 Vocabulary

Education • Phrasal verbs •
Collocations • Personality adjectives

SHOW WHAT YOU KNOW

1 Choose the nouns that collocate with the verbs in bold.

1 take ... a career	a career
2 attend ... university	a subject
3 drop ... an exam	a subject
4 fail ... a lesson	a course
5 pass ... a test	university
6 pursue ... an exam	a career
7 skip ... a lesson	a course
8 study ... a subject	university

2 Complete the school reports with the correct form of the verbs in bold in Exercise 1. Sometimes more than one answer is possible.

School report: Thomas Taylor
Thomas has worked hard and passed all his exams with good grades. It is now time for him to choose the subject to _____ at university. My advice would be to think about the career he wishes to do.
With such good exam results, Thomas has a wide range of options.

School report: Stephen Whall

Stephen has another disappointing year. She has consistently _____ lessons. Halfway through the year, it was agreed to let her _____ History, after she claimed she was too overwhelmed with work. Unfortunately, Stephen still did not improve and she _____ all but one of the exams. If she wishes to _____ university, she needs to rethink her attitude to school.

WORD STORE 1A

Phrasal verbs – education

3 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

I can't come full gas hand back yet today.
I'm never **cutting** behind to do the last part.
1 First we've had off-road for two weeks. It's going to take her ages _____ up on what she missed.
2 Fill her in _____ off taking my driving test until I can.
3 Career advisers must make time training for careers that she _____ behind with at school work.
4 The new _____ in an assignment before the deadline.
5 Sarah went a gifted hockey player. She _____ on to play for the national team while she was at university.

WORD STORE 1B

Collocations

4 Complete the words in the text. The first letter of each word is given. Then read the text and answer the questions. Write A for Adverb or P for Prefix.

1 Which brother has large eyes of friends?
1 Which brother is a _____ child?
2 Which brother plays _____ to science news?
3 Which brother is _____ to try new experiences?
4 Which brother has a _____ for sports?
5 Which brother is best to _____ up knowledge?
6 Which brother recently _____ a sporting goal?

PRINCE WILLIAM, Class 1st, homework assignment

'Write about a number of your family to whom you are either very different or very similar.'

Naturally my brother Alan and I have done the same.

We are actually very different. He is sociable and loves lots of people, whereas I am happy to keep myself to myself. He spent years and said I wasn't saying anything else – but worried, it was very boring.

I, on the other hand, tend to stick to what I know, which is my case in our writing scheme. I'm in when he finds developments in space exploration and end term as well as I can about the solar system and beyond. I can hardly spend hours wondering what might or might not be true.

Alan and I are very different characters, but we do get on well. On my period of my brother, this summer, after working hard for exams, he completed his half-term and was, for once, the latest student in the class.

WORD STORE 1C

Synonyms – personality adjectives

5 Complete the pairs of synonyms. The first letter of each word is given.

o scintillate	B apesides	3 logical	A _____
i insatiable	B e	4 interested	C _____
2 discernment	5	5 handwriting	A _____

6 Which words from Exercise 5 describe these people?

1 Michael has been meeting new people. His constantly making new friends.
2 Amanda is focusing all her efforts on becoming a doctor.
3 Jon regularly asks the teacher for extra homework.
4 My little sister constantly asks questions.
5 Her favourite word is 'why'.
6 Simon organizes his lessons by listing topics and sub-topics.
7 Jenna has an unusually high IQ. She's the clearest person I've ever met.

WORD STORE 1D

Extra synonyms – personality adjectives

7 Replace the underlined adjectives in the texts with synonyms from the box.

diligent fun-loving inquisitive
persistent rational shrewd

Bright brains in Britain

According to the results of a 2014 survey, Cambridge University's Mathematics department is the toughest course to get onto in the UK. The course is extremely challenging, so the university only accepts the brightest / sharpest / aptest. Undergraduates need to be 'fastidious' / _____ in order to cope with the workload in the course.

I was lucky enough to have the chance to interview the head of the Mathematics department ...

world.com - Smartest employment opportunities

We are looking for 'brightest' / young people to help run our English language smart school social programme. If you enjoy meeting new people and are 'fastidious' / _____ about other nationalities, then contact us at sallysp@world.com.

8 p.m. The Origins of Life

Dan Ariens' series 'The Origins of Life' demonstrates how 'fastidious' / _____ approach to natural history in tonight's episode, 'Anatomical Dissection: His early love of fossils and research how 'fastidious' / _____ he was in his search for the truth near his childhood home.

SHOW WHAT YOU'VE LEARNED

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

1 The only way to _____ a child is to be exposed to the cold virus.
On Sundays, Channel 4 shows three episodes of *Kid Wipe* or the Highways on cinema cat _____ up what they may have raised during the week.
A get B watch C catch
2 Try to cut off _____ with your homework or you'll be in trouble at school!
When I play *hide-and-seek* with my little sister, she always hides _____ the sofa and I always pretend I don't know where she is.
A over B behind C down
3 If you don't turn _____ the pressure of the water will make you wet.
My brother's next _____ thinker. He spends most of his time switching rubbish on television.
A for B deep C high
4 When Holly makes ache after the gym, she _____ in the bath.
I've never been the kind of person who _____ up knowledge. I have a lot of trouble remembering facts and figures.
A aside B leaps C lies
5 The most important tool a chef needs to _____ a recipe is to tell you Kyle _____ He got hit marks on the Maths test again.
A draw B bright C sharp

9 Choose the correct answer: A, B or C.

1 Jennifer has a real _____ for music. She plays the violin, the piano and the guitar, all to a very high standard.
A great B attention C gift
2 You have to get a medical degree before you can _____ specialist in surgery.
A go on to B look forward to C agree to
3 As traffic controllers need to be _____ in their approach to their jobs, One mistake could cost hundreds of lives.
A swift B critical C confident
4 Carl was very _____ He asked five different girls to dance before one of them finally agreed.
A pragmatic B persistent C inquisitive
5 I'm looking for a _____ kid I want a girlfriend who knows how to have a good time.
A rational B determined C fun-loving

Help

Teacher's Resources

Language Resources

Audio


Video

Games

9

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

6 Complete WORD STORE 1A with the base form of the phrasal verbs in red in the texts. Then listen, check and repeat.

7 Complete the questions with prepositions or particles. Then, in pairs, ask and answer the questions.

1 At the start of term, what do you look forward to?
 2 Do you get on with your homework as soon as you get home or do you put it off?
 3 Have you ever finished an assignment and then forgotten to hand it in?
 4 When you were online, what's the first thing you catch up on?
 5 Is there a particular university you want to go on to?
 6 Are there any subjects where you are falling behind?

WORD STORE 1B

8 Complete WORD STORE 1B with the underlined phrases in the texts. Then listen, check and repeat. Add a translation.

9 In pairs, match the sentence halves. Which statements do you agree with?

1 To become a doctor
 2 It's difficult to pay
 3 If you don't reach
 4 Students who have a gift
 5 Children ask up
 6 It's important to have a supportive circle
 7 Most teenagers aren't very eager

a your educational goals, it doesn't matter.
 b of friends at school.
 c knowledge like a sponge. It's easy for them.
 d should you need a first for knowledge.
 e for drama should attend special drama schools.
 f to learn. They find lessons boring.
 g attention in class just before lunch.

WORD STORE 1C

10 Complete WORD STORE 1C with the highlighted adjectives in the texts. Then listen, check and repeat.

11 Replace the underlined adjective with a synonym from WORD STORE 1C.

1 Hannah is very hard-working. She's always in the library.
 2 Dan has a logical way of thinking. He likes problem-solving.
 3 Jim is a supportive person. He loves a good party!
 4 Sam is very ambitious. He never gives up.
 5 Tom likes to discover new things. He's always curious.
 6 Rosa is really intelligent. She gets everything right.

12 Replace the names in Exercise 11 to describe students in your school. Does your partner agree with you?

WORD STORE 1D

13 Complete WORD STORE 1D with more synonyms for personality adjectives. Then listen, check and repeat. Write example sentences.

USE OF ENGLISH 1

1 For questions 1-8, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning.

Why do we yawn?

Yawning is natural. Newly born babies, teenagers and adults – we all yawn it. Even animals yawn! But yawning isn't just a problem at school. Teachers sometimes scold their temper when faced with yawning students since they think their students are bored.

In the past, scientists believed to think that people yawned because of boredom or tiredness. They believed that yawning helped bring more oxygen into your lungs and brain and thus woke you up. However, scientists have recently discovered some research on yawning and they have come to different conclusions. It is believed now that we do it to keep our brain cool so that it can function better.

So why do we tend to yawn later in the morning or when we are tired? Probably because tiredness raises brain temperatures. We also yawn more frequently in summer than in winter!

In many situations, you will be incapable of stopping yourself from yawning. So, why do you try to do it in such a way so that no one sees you?

TIPS:

Question 2: You need a verb to complete this expression with temper.
 Question 3: Which word, followed by to, is used to talk about a past habit?
 Question 7: Which preposition always follows incapable?

WORD STORE 1A

Phrasal verbs – education

1 catch up on the news (= get up-to-date)
 2 keep up with your homework (= make less progress)
 3 fall behind further studies (= continue)
 4 put off your assignment (= delay)
 5 get on with new challenges (= anticipate positively)
 6 fall behind thinking about the exam (= delay)

WORD STORE 1B

Collocations

1 a lot of friends = many
 2 a bit of trouble = some
 3 used to do sth = was/were
 4 have a bit of for sth = some
 5 any of = any
 6 a bit of = some
 7 used to = was/were

WORD STORE 1C

Synonyms – personality adjectives

1 determined = decided
 2 hardworking = hard
 3 intelligent = smart
 4 interested = curious
 5 logical = logical
 6 sociable = friendly

WORD STORE 1D

Synonyms – personality adjectives

1 determined = decided
 2 hardworking = hard
 3 intelligent = smart
 4 interested = curious
 5 logical = logical
 6 sociable = friendly

WORD STORE 1E

Word families – verbs ending in -ise

NOUN	VERB	ADJECTIVE
1 <u>discovery</u>	discover	discoverable
2 <u>imagination</u>	imagine	imaginable
3 <u>recognition</u>	recognise	recognisable
4 <u>agreement</u>	agree	agreeable
5 <u>recognition</u>	recognise	recognisable
6 <u>agreement</u>	agree	agreeable

WORD STORE 1F

Collocations

1 a bit of trouble = some
 2 a bit of = some
 3 a bit of = some
 4 a bit of = some
 5 a bit of = some

WORD IN FOCUS

DO

do = perform (an action or activity)

He did history at university.
 I'm doing some research into viruses.

do + noun


A lot of revision won't do you any harm.

do + phrases


Do your best.
 Well done!
 Did it do well in English?

do + phrasal verbs

Let's do away with exams!
 They've done up the old school hall.
 The test was to do with global warming.

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.

FUNCTION BUTTONS FOUND WITHIN THE AUDIO / VIDEO PLAYER

1.3 Listening
5 Complete the questions with the words below. Then listen again and answer the questions. 

detail | earliest | good | losing | slip | vividly

- What is Speaker 1's memory?
- What is the first birthday party Speaker 1 can remember .
- Speaker 2's grandfather his memory or does he manage to recall things in .
- Does Speaker 3 have a memory for names or faces or both?
- Do key facts in TV programmes sometimes Speaker 4's mind?

In pairs, ask and answer the questions in Exercise 5. Give details wherever possible.

Help Resources Language Resources Audio Video Games

AUDIO



Audio can be played via exercise or the bottom menu bar.

1.2 Grammar
Present and past habits

1.3 Listening
Multiple matching

Memory tips

Help Teacher's Resources Language Resources Audio Video Games

VIDEO

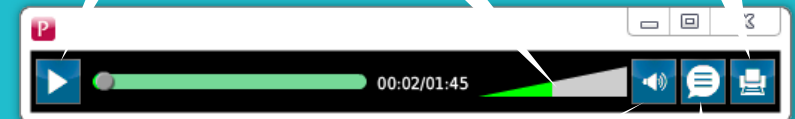


Video can be played via the page spread or the bottom menu bar.

Plays audio / video

Adjusts volume

Prints audio / video script



Volume on / off

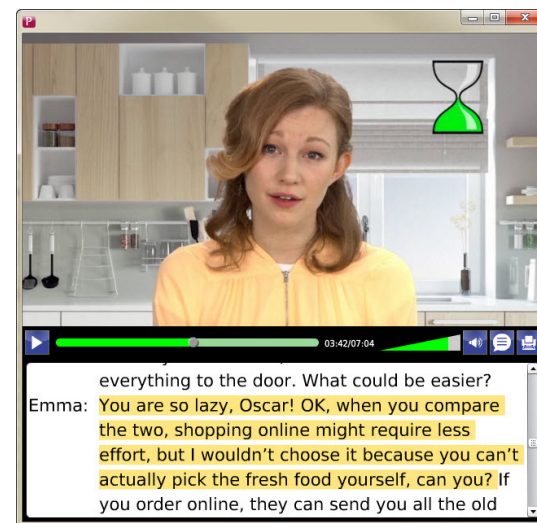
Displays audio / video script.
Allows you to go directly to the part of audio / video that you want by clicking on the section in the script.

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.