



Instructions for **Interactive Whiteboard Software**

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for Interactive Whiteboard Software

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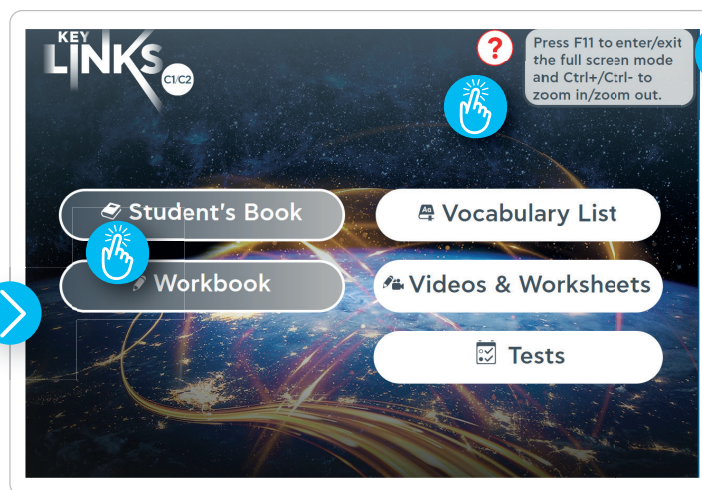
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Let's start

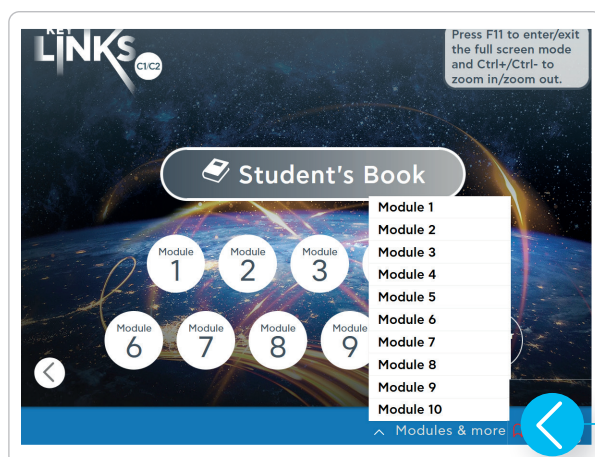
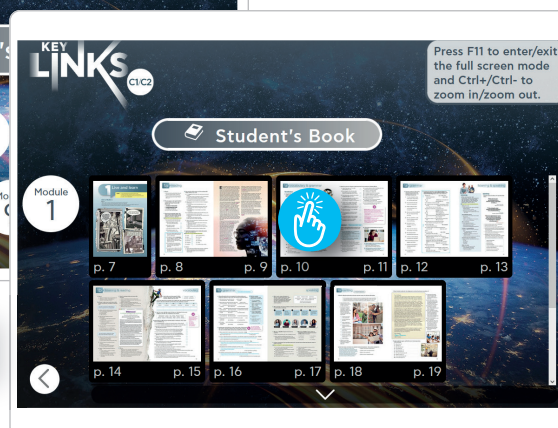
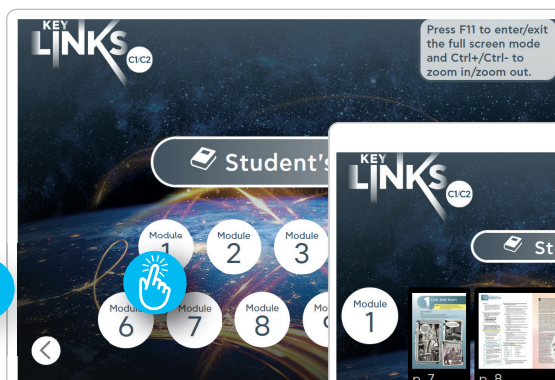
The **Contents screen** is very easy to use and navigate. All you have to do is simply press the button for the component you want to view.

Press a button to go to the corresponding component.



Press the **Help** button  to view the list of buttons that are included in the program.

Select the module and then the page you want to view in the relevant component.



Another way to navigate through the contents of the Interactive Whiteboard (IWB) is to select the **Modules & more** bar at the bottom of the screen. It allows users to flick through each module and access its components instantly.

General navigation

Interactive e-Book

The screenshot displays the 'Book / Module 1' interface. The main content area shows a page from a textbook with the title '1a vocabulary & grammar'. The page is divided into two columns. The left column contains a 'Vocabulary' section with exercises A and B. Exercise A asks to complete sentences with the correct form of words in boxes. Exercise B asks to complete sentences with the correct form of words in boxes to form collocations. The right column contains a 'Grammar' section with exercises A and B. Exercise A asks to look at examples and observe the tenses used. Exercise B asks to look at sentences and answer the questions. Below the main content area, there is a navigation bar with several icons: a gear for settings, a monitor for full screen, a home icon, a grid icon, a double arrow for navigation, and a book icon. To the right of the navigation bar, there is a 'Modules & more' button with a book icon. A large blue arrow points from the navigation bar to the text below.

Book / Module 1

1a vocabulary & grammar

Vocabulary

A Complete the sentences with the correct form of the words in the boxes. In some cases, more than one answer may be correct.

perceive conceive register

1. As soon as she walked into the room, she _____ that something was very wrong.

2. I can't _____ of a better way to do this.

3. The sound was so quiet I didn't _____ with him at first.

recall remind memorise

4. I can't _____ his phone number; I'll have to look it up.

5. It's a good idea to _____ your passport number.

6. If I forget to write to you, please _____ me.

transform transport transmit transfer

7. The city council may _____ the parking lot into a children's play area.

8. This camera films the area and the footage to the police.

9. You will need to _____ the money to this bank account within a week.

10. These trucks _____ goods all over the country.

acquire obtain gain

11. Over the years, I have _____ a taste for French cheese.

12. We need to _____ permission to publish this article.

13. She asked me what Leo _____ from his year studying abroad.

integrate incorporate merge

14. The author _____ all of the editor's suggestions into her book.

15. If we _____ the two groups, we will have too many students for such a small classroom.

16. This learning course _____ entertainment with education.

10

Grammar Present tenses, Stative verbs

A Look at the examples below and observe the tenses used. Then answer the questions that follow.

1. We are researching ways to motivate our students during online classes.

2. Derek has applied for a scholarship to help him with tuition fees.

3. They do a short review activity at the end of each lesson.

4. In the most recent session, I have been working on drawing portraits.

Which of the examples refers to:

a. the duration of an action which started in the past and is still happening, and the results of which are obvious in the present?

b. an activity that is developing around the present time?

c. an action that happened in the past without specifying when?

d. an action happening habitually or repeatedly?

B Look at the sentences below and answer the questions.

1. I haven't _____ to the school's website, but it's _____ when I _____ want to log in? Why is this so simple to use here?

2. I don't see why we have to do it like this. I'm seeing the doctor tomorrow at 10. How is the _____ of the work, let alone different _____?

11

Press the **left** and **right arrows** ← → to quickly flick through the pages of the Student's Book, and the Workbook. You can move back and forth between the pages of the selected lesson.

When you have the component presented on the screen, you can select any activity by pressing on it.

Tabs and Buttons

The screenshot displays a digital course interface. At the top, there's a navigation bar with icons for Student's Book, Workbook, Vocabulary List, Video, and Video worksheet. The main content area is titled '1a vocabulary & grammar' and contains two sections: 'Vocabulary' and 'Grammar'. The 'Vocabulary' section includes exercises A and B, with a list of words to be used in sentences. The 'Grammar' section includes exercises A and B, with a list of sentences to be completed. The interface also features a bottom navigation bar with icons for a tool button, blank screen button, main menu button, back to module menu button, zoom in button, previous and next buttons, suggested answer (speaking) button, grammar reference button, and model answer (writing) button. The page number '10' is visible in the bottom right corner.



Student's Book



Workbook



Vocabulary List



Video



Video worksheet

You can easily navigate your way to the different components of the course by pressing the relevant buttons. Selecting the **tabs** on the lesson overview will direct you to the corresponding material.



1. Tool button



2. Blank screen button



3. Main menu button



4. Back to module menu



5. Zoom in button



6. Previous and Next buttons



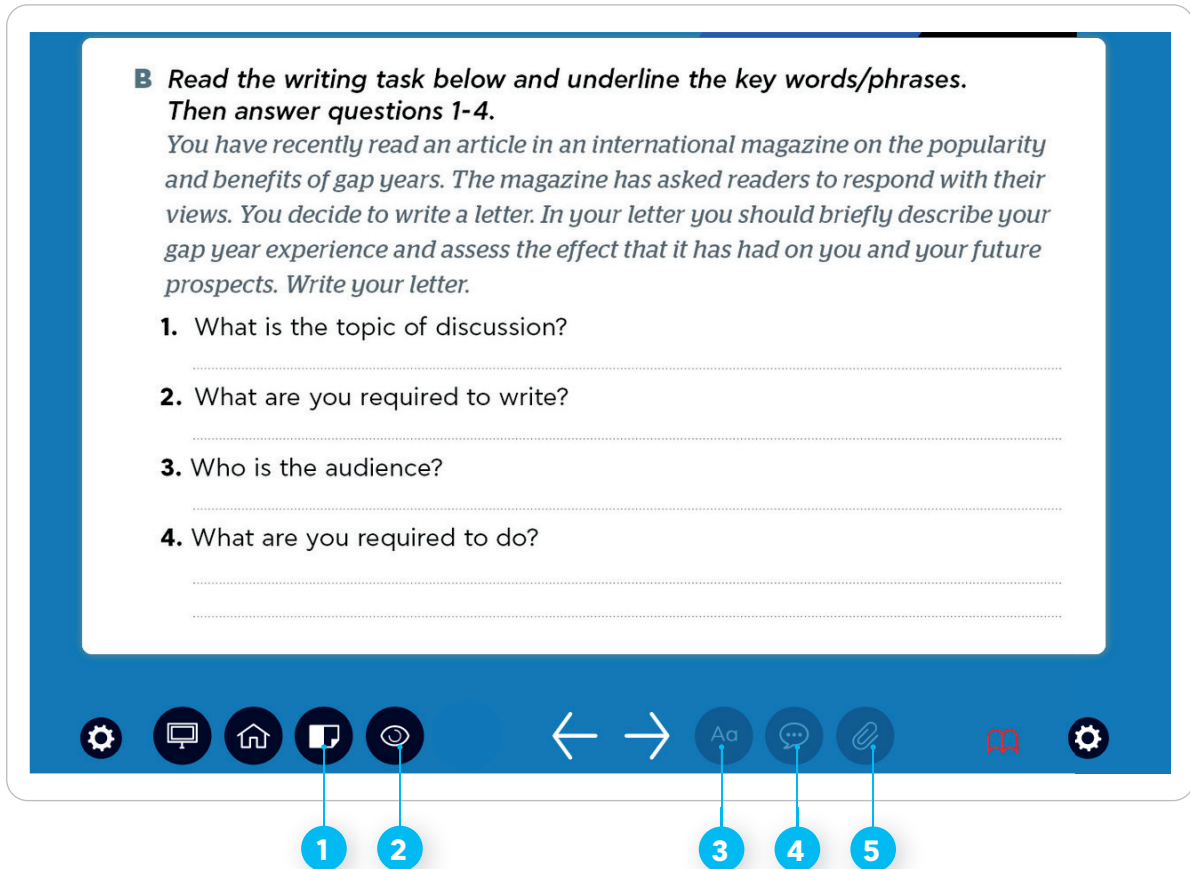
7. Suggested Answer (Speaking)



8. Grammar Reference



9. Model Answer (Writing)



B Read the writing task below and underline the key words/phrases. Then answer questions 1-4.

You have recently read an article in an international magazine on the popularity and benefits of gap years. The magazine has asked readers to respond with their views. You decide to write a letter. In your letter you should briefly describe your gap year experience and assess the effect that it has had on you and your future prospects. Write your letter.

1. What is the topic of discussion?
.....
2. What are you required to write?
.....
3. Who is the audience?
.....
4. What are you required to do?
.....
.....

The toolbar at the bottom contains the following buttons (from left to right):

- Settings (gear icon)
- Lesson overview (document icon)
- Home (house icon)
- Copy (document with plus icon)
- Show/Hide answers (eye icon)
- Navigation (left and right arrows)
- Vocabulary List (Aa icon)
- Show/Hide text (speech bubble icon)
- Attachment (paperclip icon)
- Bookmarks (book icon)
- Settings (gear icon)

Numbered callouts point to the following buttons:

- 1. Lesson overview button
- 2. Show/Hide answers button
- 3. Vocabulary List button
- 4. Show/Hide text button
- 5. Attachment button

 1. Lesson overview button

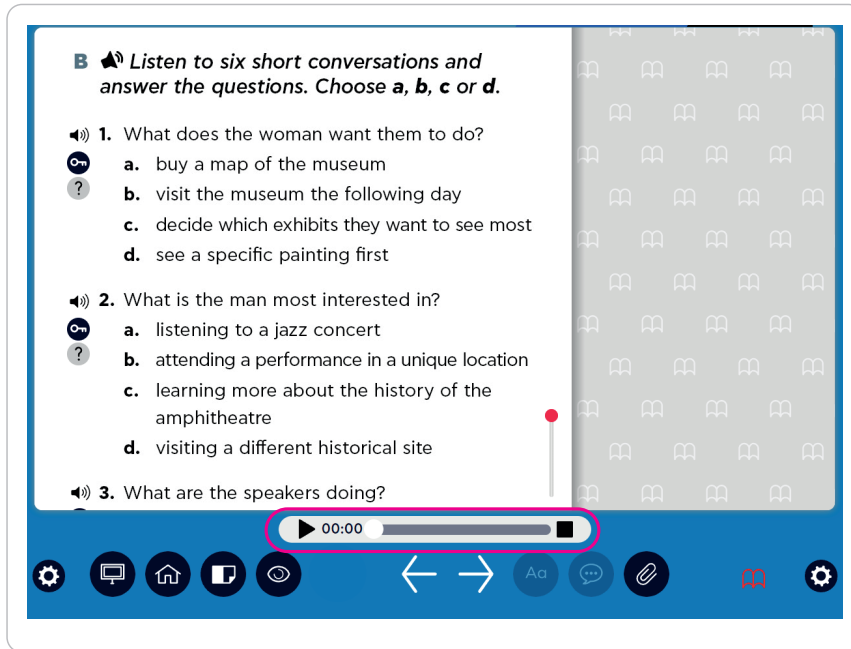
 2. Show/Hide answers button

 3. Vocabulary List button

 4. Show/Hide text button

 5. Attachment button

Other buttons

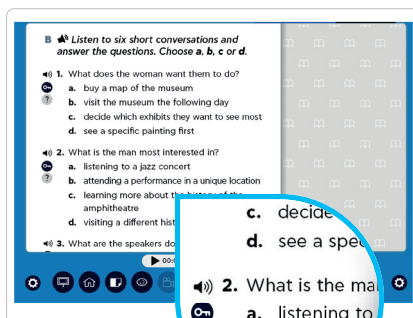


1

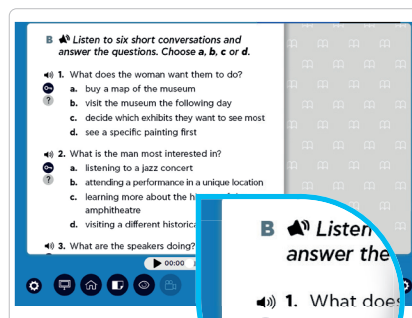
Play/Pause
audio button

2

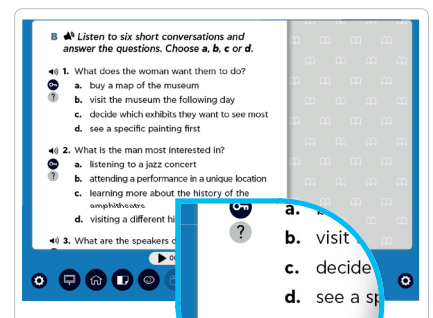
Stop audio
button



? Justification
button



Key
button



Audio
button



Split screen

The split screen feature has been designed to facilitate your lesson.

B Read the sentences. Tick (✓) the correct ones and correct the mistakes in the incorrect ones. Use **Past tenses and forms** only.

1. Gerald was hot and sweaty because he had practised horse riding all afternoon.
2. As the archaeologist was about to touch the sarcophagus, she remembered to put on gloves.
3. When my brother and I were younger, we were pretending we were knights.


► Past Simple

I slept
Did you sleep?
They didn't sleep
He worked
Did she work?
It didn't work

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).
Mike bought a brand-new sports car last month.

Toolbar icons: Settings, Monitor, Home, Split Screen, Eye, Navigation (Left, Right), Text (Aa), Chat, Attachment (Paperclip), Up Arrow, Red Book, Settings.

All texts and activities appear on the left side of the screen. Some activities are accompanied by relevant material which appears on the right side of the screen after pressing the **attachment button** . This material includes reading texts, listening transcripts, grammar references, writing references, answer key and justifications of answers for the listening and reading activities.



Tools

At the bottom of the screen you can find a tool bar including a variety of tools which are useful for your lessons.

Tool bar



The screenshot shows a lesson interface with a blue tool bar at the bottom. The tool bar contains icons for settings (gear), screen, home, copy, and a magnifying glass. A blue arrow points from the text below to the gear icon. The main content area displays a grammar exercise titled 'Past Simple' with three sentences for correction. A side panel on the right explains the 'Past Simple' tense and provides an example sentence: 'Mike bought a brand-new sports car last month.'

B Read the sentences. Tick (✓) the correct ones and correct the mistakes in the incorrect ones. Use **Past tenses and forms** only.

Past Simple

I slept
Did you sleep?

1. Gerald was hot and sweaty because he had practised horse riding all afternoon.

2. As the archaeologist was about to touch the sarcophagus, she remembered to put on gloves.

3. When my brother and I were younger, we were pretending we were knights.

Past Simple

I slept
Did you sleep?
They didn't sleep
He worked
Did she work?
It didn't work

The **Past Simple** is used:

- to describe a completed action in the past (the time is usually mentioned or implied).

Mike bought a brand-new sports car last month.

Press on the **Tool button** ⚙️ to show or hide the tool bar.



Pen

Press on the **pen tool** to write or draw lines on the screen. You can write anywhere you want.



Colour

Press on the **colour** tool to choose the colour that you will use for the pen, the highlighter, the box or the circle. Choose among black, blue, red, yellow, white, green or purple.



Highlighter

Press on the **highlighter tool** to highlight specific words or phrases.



Notes

Select the **notes** tool to open a small window for typing notes. Click anywhere on the screen to open multiple windows and drag them anywhere it suits you.



Pen width

Press on the **pen width** tool to choose from three different sizes for the pen, the highlighter and the outlines of boxes and circles.



Rectangle

Press on the **rectangle** tool and choose among a transparent, opaque or selecting rectangle. Then press and drag to create the rectangle you want.



Circle

Press on the **circle** tool and choose between a transparent, opaque or selecting circle. Then press and drag to create the circle you want.



Magnifier

Press on the **magnifier tool** and click anywhere on the screen to magnify that area. Press again on the magnifier tool to return to normal view.



Erase

Press on the **rubber tool** to choose among the rubber, the undo or the recycle bin. Select the rubber to delete anything you have created using the Tool bar. Select the undo button to undo your last action using any of the tools, or use the recycling bin to erase everything in just one stroke.



Screen

Press on the **screen** tool to quickly hide content from the screen. You can drag it left, right, up or down to reveal part of the whiteboard content. Press on the lower-right corner to adjust the size of the box.

Video

LINKS Student's Book / Module 4

4 Review

KEY LINKS C1C2 Video Worksheet Link to Real Life Video 4 (Modules 7-8)

C Watch the video again and complete the sentences with a word or number.

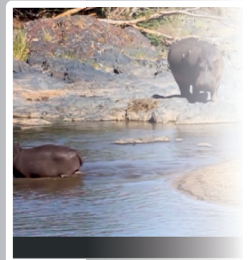
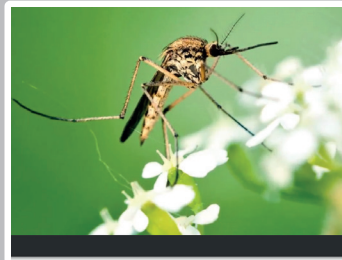
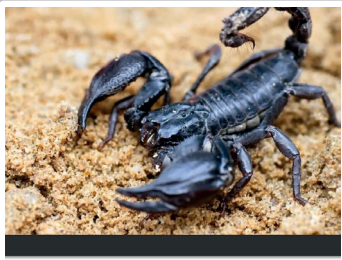
- The fastest speed to ever be reached in a Formula One race has been km per hour.
- has to do with how the air moves around an object.
- The air resistance which impedes a car's ability to go faster is referred to as
- Downforce helps to ensure a racing car's on the track.
- Carbon fibre is one of the materials used to make racing cars
- Just like experience G-forces.
- By the end of a race, a racing car can reach speeds of kilos.

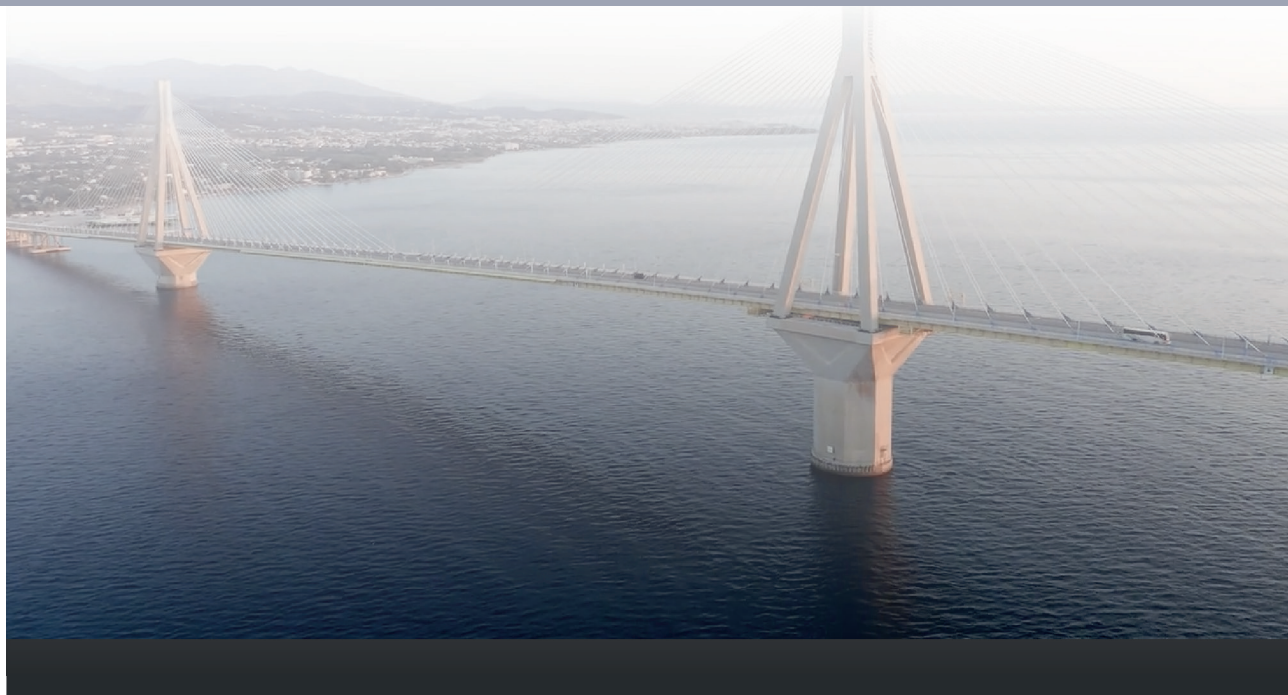
Now I can:

- talk about work and business
- use the passive voice to produce impersonal, complex language
- use modal verbs to express a variety of functions

Press the **Video button to watch the video.**

When you watch a video, you can pause it with the **Pause button .**





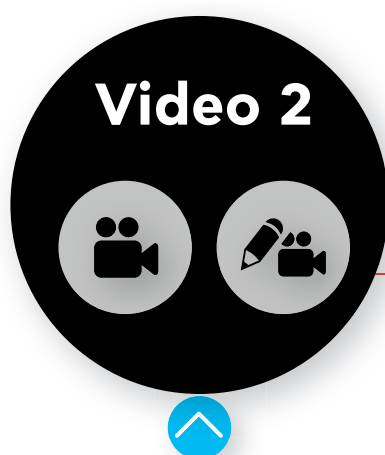
for such a megastructure.



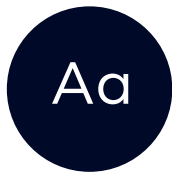
You can press on the **duration bar** while playing the clip or in pause mode to move to any part of the the video.

You can display the subtitles of the video by pressing the **Subtitles button** (A). Press on the same button to hide them.

Press the **Close button** (X) to return to the activity.




You can also access all videos through the menu. Press on the **Video button** (video camera icon) to watch the relevant videos and the **Video Worksheet button** (video camera with pencil icon) to access the video worksheet.



Vocabulary List


In the Vocabulary List, you can find a list of the words presented in each lesson.

To view the vocabulary for the lesson, press the **Vocabulary List button** .

B Read the sentences and complete them with the correct prepositions.


for in of on out of up

- Did you know that kiwis are so **rich** vitamin C that they're better for you than oranges?
- I can't find strawberries anywhere because they're **season** right now.
- It's dangerous to swim **a full stomach**, so don't get in the pool straight after lunch.
- I saw someone eating a doughnut this morning and I've been **having a craving** one ever since.
- Our food choices are all **a matter** **taste**. Some people actually prefer salads to greasy food.
- We really **worked** **an appetite** with our morning run—I'm starving!




Press a word to see the information about it.


Vocabulary List

go bowling 

to play a game where players roll a heavy ball and try to hit ten objects that look like bottles


e.g.
I go bowling with my family every week. 

Module	Hello	1	2	3	4	5	6	7	8
Lesson	a	b	c	d	e	Video activities 3			
CLIL 3									


Words alphabetically Words by module 

free-time (adj.)
Friday (n.)
Give me a minute.
go bowling
go jogging
go shopping
go to the cinema
go to the gym
hang out with friends
in my free time
Monday (n.)
only (adv.)

Search

Click on the **Listen button**  to hear the pronunciation of each word.

Definition.

Click on the **Listen button**  to hear the example for the word.

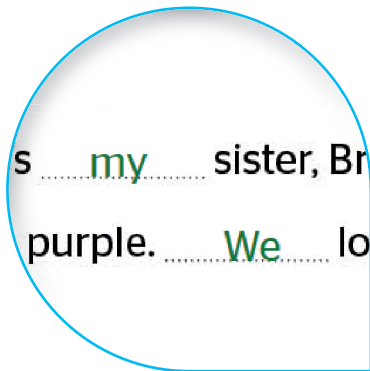
Click on the **Close button X** to return to the activity.

You can easily look up a word using the **search box**.

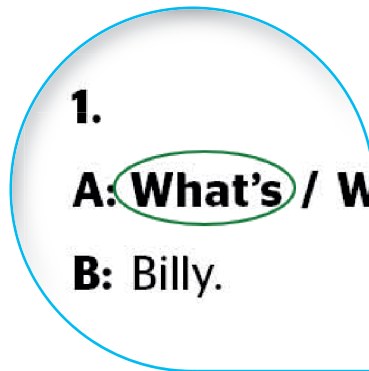
There are two ways to access the vocabulary: **alphabetically** or **by module**.

Activities

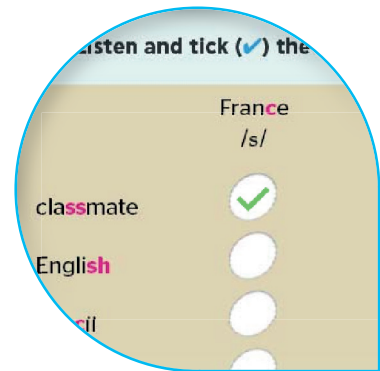
Most activities include answers. To display the answers, click on the area where the answer should be. If you click on the answer again, it will disappear. The answer could be in the form of a **text**, a **shape** (e.g. a circle), or a **✓ symbol**.




Text



Shape



✓ Symbol

Some (usually longer) answers may also be found in **Key buttons**. 

For 'Match' activities, press on the small circles to display the answers.





Listening comprehension

For the listening activities, an **audio bar** is displayed at the bottom of the screen. You can pause the sound or choose to listen to just a part of the recording by pressing on the bar.

Listening

A 🗣️ You will hear four excerpts from two short talks. Listen and match the speakers' rhetorical questions (1-4) with the reasons they were used (a-d).

✓ Read TIP 3.1 in the Listening Reference.

✓ **TIP 3.1 Rhetorical questions**

Rhetorical questions are questions to which an answer is not expected; rather they are used for effect: to emphasise a point, encourage listeners to think, state the obvious, introduce the ideas to follow, express negative emotions such as frustration, doubt, disapproval, etc.

🔊 1. Not the politest way to welcome a guest, is it?

00:00

Audio Bar controls: Play/Pause, Previous, Next, Volume, Aa, Chat, Link, Stop, Settings.

Audio Bar

1:40

Play/Pause audio button

Press to listen to a part of the recording

Stop audio button



Justifications for the answers

In some activities, you will see a button with a question mark. This is a **Justification button** . Press on this button to view the justification for the answer (see highlighted parts).



B Now listen to the complete talks. Answer the questions based on what you hear, choosing **a, b, c or d**.

Listen to a teacher talking to his students.

1. Why has the school organised some special activities?

- a. to honour an expert in the field of mental health
- b. to draw students' attention to issues affecting their well-being
- c. to present the results of several health studies
- d. to celebrate an annual event

2. What does the speaker imply about social media?

- a. It will likely gain in popularity.



B Now listen to the complete talks. Answer the questions based on what you hear, choosing **a, b, c or d**.

Listen to a teacher talking to his students.

1. Why has the school organised some special activities?

- a. to honour an expert in the field of mental health
- b. to draw students' attention to issues affecting their well-being
- c. to present the results of several health studies
- d. to celebrate an annual event

2. What does the speaker imply about social media?

- a. It will likely gain in popularity.
- b. Its effects are largely negative.
- c. It's only popular with some students.

a workshop on a specific topic. In addition, this year the school has organised some extra activities to promote greater understanding of issues ranging from anxiety to eating disorders. You can find a list of these in the main office and sign up there as well.

Now, today's topic is very popular with many of you: social media. It may be hard for you to imagine, but social media is a relatively



Press on the **Listen button** to listen to the highlighted part of the text, which contains the justification for the selected question.

General tips

The Interactive Whiteboard Software can be used to:

- > provide immediate feedback
- > access all components of the course instantly and easily
- > do listening activities immediately without needing to use the class CD
- > play songs or videos
- > find the meaning and pronunciation of unknown words in the Vocabulary List as well as example sentences
- > use the tools to highlight content and draw students' attention to specific points, e.g. parts of speech, extracts from texts
- > save and print Interactive Whiteboard images along with your notes
- > brainstorm ideas
- > save a list of relevant websites for reinforcing students' skills and knowledge
- > improve learning by giving students the opportunity to deal with information in multiple formats (e.g. picture, text or audio)
- > motivate students and stimulate enthusiasm
- > encourage students' participation and collaboration

Warning

We strongly recommend that you upgrade your browser to its most recent version to prevent errors that may arise while using the IWB if an outdated browser is used.

The IWB has been designed and created with the latest technology and HTML5 in mind. HTML5 is the most recent version of the standard HTML technology.

Therefore, it can be used with any operating system (Windows, Linux and Mac) that supports HTML compatible browsers, such as Google Chrome, Firefox, Edge etc.

Minimum Requirements

Browser: Chrome 87+ or Firefox 66+ or
Edge 87+ or Opera 73+

Operating Systems: Windows 7 and later

CPU Speed: Dual Core 2.0 GHz or equivalent processor and higher

RAM: 2GB+

