

# Interactive **Whiteboard** Software

## Access 2

### Minimum System Requirements



- Windows 2000/XP/Vista Operating System
- Pentium® II 400 MHz CPU
- 128 MB RAM
- 32 MB RAM graphics card
- QuickTime Player 6 or later
- CD-ROM drive
- 16-bit sound card



- Mac OS X
- G4 @ 200 MHz CPU
- 256 MB RAM
- 32 MB RAM Graphics Card
- CD-ROM drive
- 16-bit sound card

## USER'S MANUAL & TEACHER'S GUIDE

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Welcome to **Access 2 Interactive Whiteboard (IWB)\*** software. This application is designed to follow the Access 2 course and enhance your own and your learners' experience in the language classroom.

### What is an Interactive Whiteboard?

An Interactive Whiteboard is a type of touch-sensitive board, which has the power to transform any classroom into a dynamic learning environment.

It allows teachers and students to participate interactively in activities projected onto the board from a data projector which is connected to a computer.

Interactive whiteboards are very popular in schools and are considered a more lively and interesting approach than conventional teaching. They provide ways to show students anything which can be presented on a computer (educational software, videos, websites, etc). Research has shown that teaching through interactive whiteboard software has numerous advantages:

- It can accommodate different learning styles
- It is suitable for both small and larger groups of students
- It helps increase students' attention span
- It facilitates the assimilation of new information
- It dramatically increases real teaching time
- It reduces the time teachers need for preparation
- It eliminates the need for additional equipment (DVD player, CD player, etc)

All in all, it is a powerful teaching tool that will transform your lesson and your classroom!

### What equipment do I need to use the IWB software?

- A computer (IBM compatible or Mac OS)
- A projector
- An interactive whiteboard or a device that turns a plain whiteboard into an interactive whiteboard
- Speakers

**\*Note:** All the Express Publishing IWB software includes a **User's Manual** in PDF format. After the software has run automatically, click the 'X' button on the top right corner of the screen to exit. Then go to 'My computer', right click on the drive this software is in, and click 'Explore'. This will open up a window with all components of the software, including the **User's Manual**. Double click on the name of the manual to open it.

The **User's Manual** includes everything the teacher needs to know about using the IWB software. We strongly suggest that the teacher takes some time to familiarise him/herself with the applications (i.e. using the toolbar, task types and how to complete them, etc) on the IWB before proceeding any further.

## Running the application

### On an IBM compatible PC

The application should run automatically when you insert the CD into your CD drive. If it does not, please follow these steps:

1. Go to **START>MY COMPUTER**.
2. Locate the icon of your CD drive. With the **Access 2 Interactive Whiteboard** disk inside your drive, right-click the icon of your CD drive and choose **EXPLORE**.
3. In the new window that appears, double-click on **Access\_2.exe**.

### On a Mac OS

When you insert the CD into your drive, an icon will appear on your desktop with the name **Access\_2** (see Fig 1).



Fig 1

If you click it, the contents of the CD will appear in a browser window with the following icons and file names (see Fig 2).

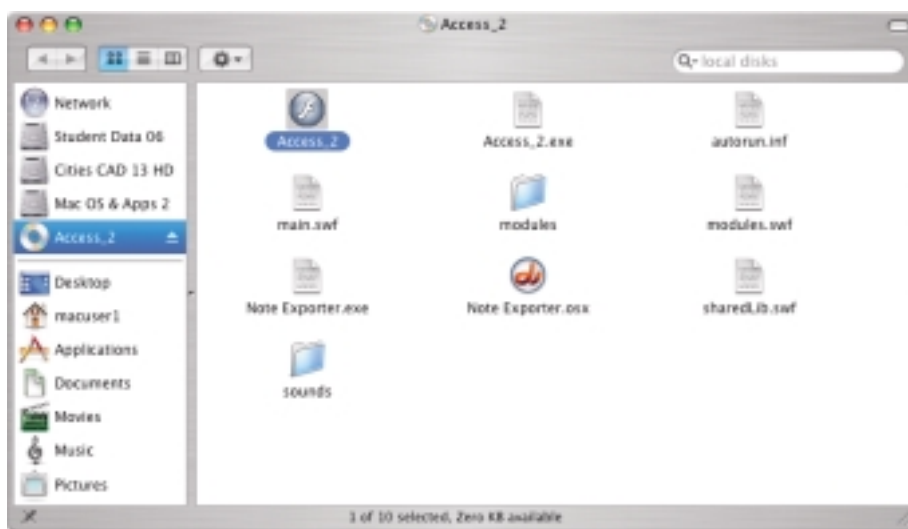


Fig 2

Click the



icon to run the application.

## Navigation



Fig 3

By clicking this button you can **EXIT** the application, at any time.

Once the application has run in your system, the first screen you see is the **MAIN MENU** (see Fig 3). By clicking any of the titles or their numbers, you can enter the corresponding section of the course.

All sections that appear in the **MAIN MENU** lead to **SUBMENUS**. For example, if you wish to enter Unit 1, Click 1 or *Day after day* (see Fig 3).

Once in the **MODULE MENU** (see Fig 4) you can enter the desired lesson of Unit 1 by clicking the cover page, 1a, 1b, 1c, 1d, 1e or 1f.

If you click this button, you can go back to the **MAIN MENU** at any time.

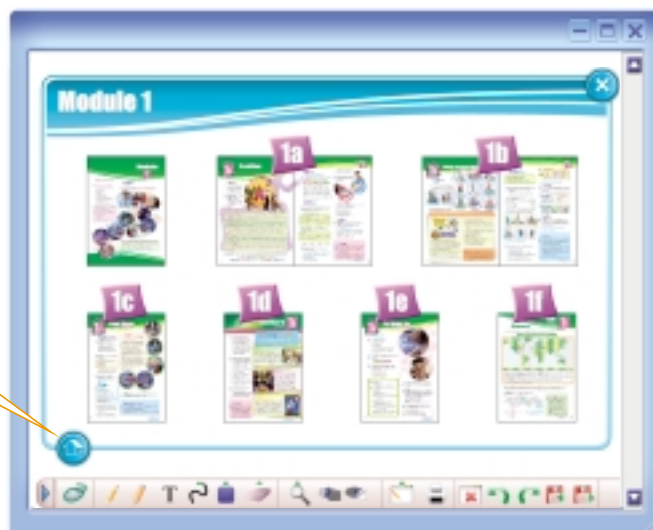


Fig 4

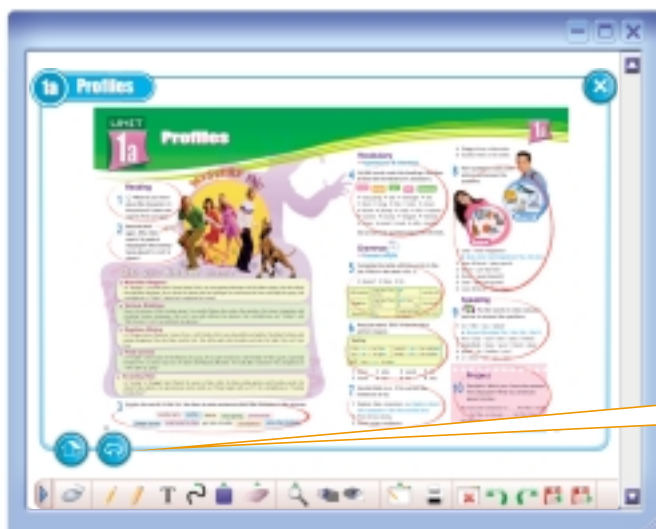


Fig 5

In the **LESSON MENU** the active tasks you can enter are indicated by a red circle (see Fig 5). Click a task to enter. This allows you the flexibility to skip certain tasks or pick up from where you left off in the previous lesson.

This button will take you to the previous menu; in this case, the **MODULE 1 MENU**.



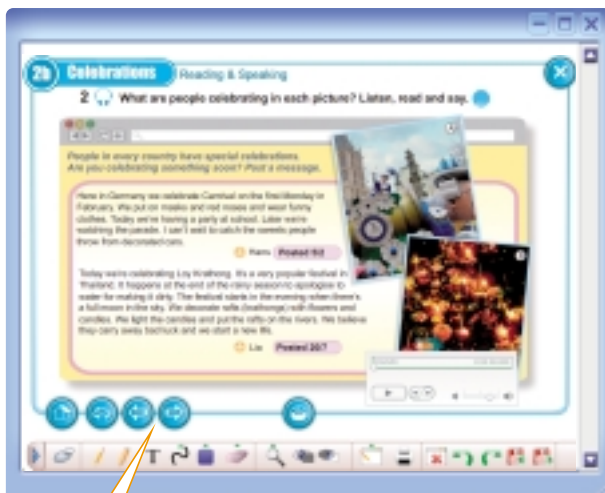


Fig 6

These two buttons will take you to the **PREVIOUS** and **NEXT** tasks, respectively.

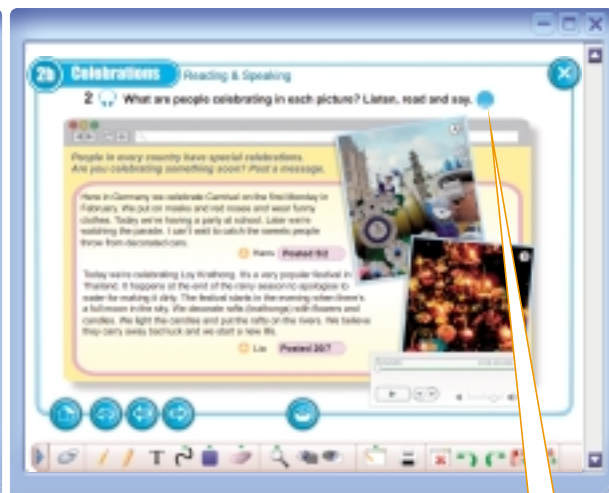


Fig 7

Clicking this button **SHOWS THE ANSWER(S)** to the tasks.

For example, *Fig 6* shows the screen for Exercise 2, in Lesson 2b.

While navigating, you will notice a few more buttons that are designed to help you do the tasks. For instance:



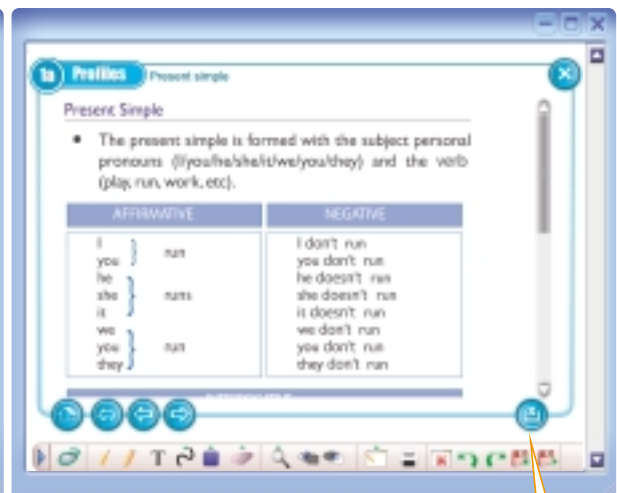
Fig 8

Some exercises provide you with the additional option of **DELETING THE ANSWER KEY**. Clicking this button will allow you to restart the task as many times as you wish.

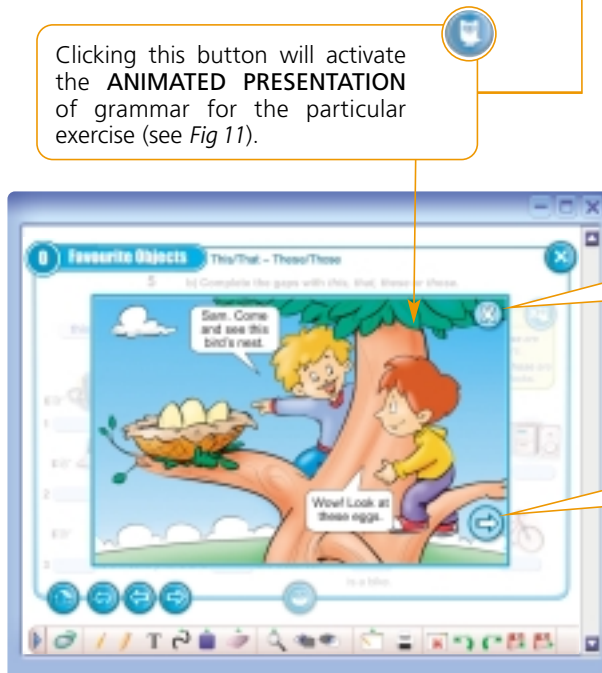
Click this button to **PLAY** a further extension **GAME**.



Clicking this button will show a screen with the **GRAMMAR REFERENCE** related to the particular unit and exercise (see Fig 10).



Once you have gone through the *Grammar Reference*, click this button to return to the **EXERCISE SCREEN**.



Clicking this button will activate the **ANIMATED PRESENTATION** of grammar for the particular exercise (see Fig 11).

Click this button to **EXIT**.

Click this arrow to **GO TO THE NEXT SCREEN**.



The **SONGSHEETS** and **SELF CHECK** sections are organised in a similar way. For instance, if you click to enter the **SONGSHEETS** section from the **MAIN MENU**, first you will see the **SONGSHEETS MENU** (see Fig 12). Clicking any of the song titles or their pictures will take you to that particular song (see Fig 13).



Fig 12

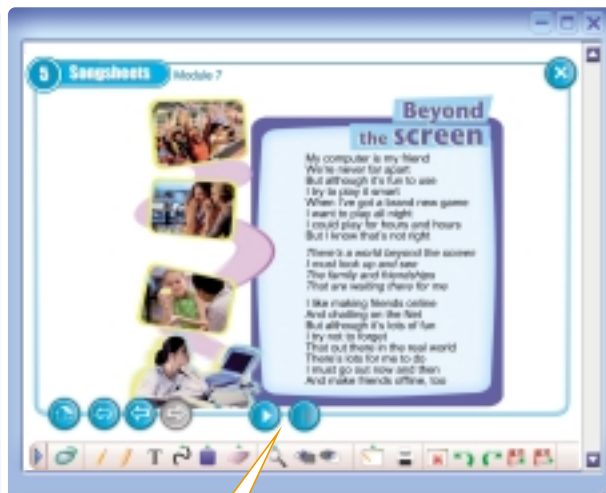


Fig 13

Clicking on the **PLAY** button underneath the lyrics of the song activates the **AUDIO**. You can click on the **PAUSE** button at anytime. As each line is sung, it is highlighted in a different colour, to help students follow the correct line as they sing along.

In a similar manner, if you enter the **SELF CHECK** section, first you will see the **SELF CHECK MENU** (see Fig 14). Clicking any of the spreads will take you to the corresponding submenu (see Fig 15). Again, the circled activities are the interactive tasks included in the software.

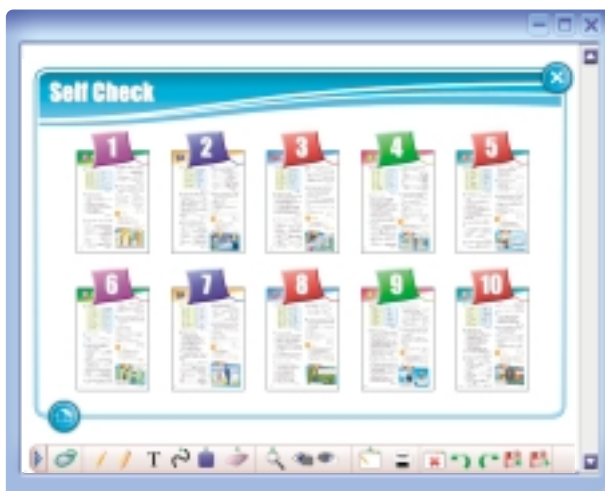


Fig 14

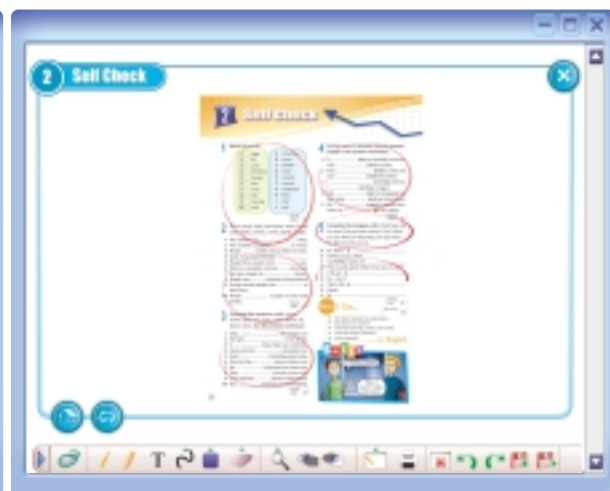


Fig 15

## Task types and how to complete them

The **Access 2 IWB** is designed as a teaching aid to be used in conjunction with the coursebook and for this reason the content is identical. However, in order to do the exercises, you will have to carry out two basic computer actions – *clicking* and *clicking and dragging*.

Here is an overview of the types of tasks in this software and how to do them:

### Clicking

In most exercises click the **SHOW KEY** buttons to reveal the suggested answers (see Fig 16-17).

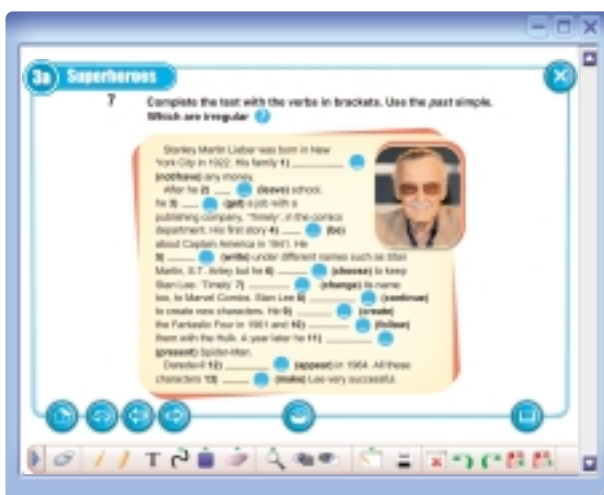


Fig 16

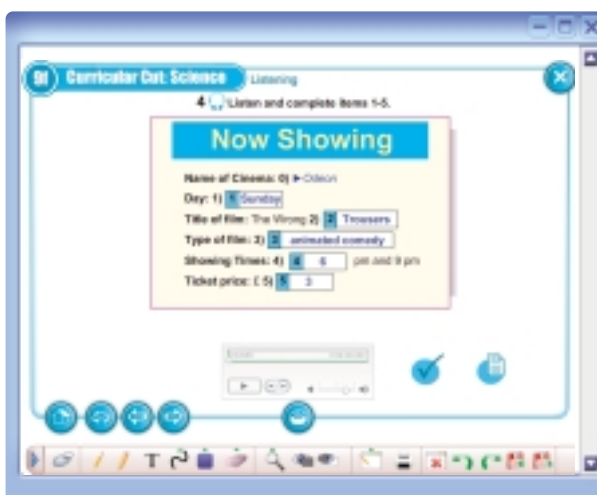


Fig 17

The buttons shown in Fig 18 are the **SHOW KEY** buttons.

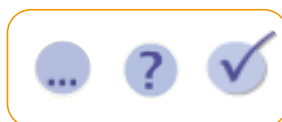


Fig 18

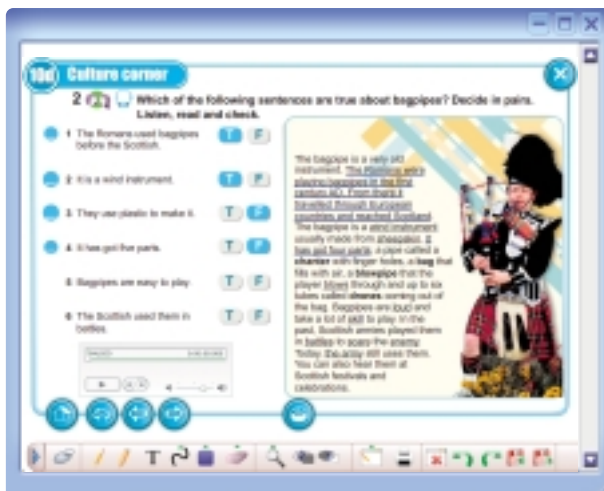


Fig 19

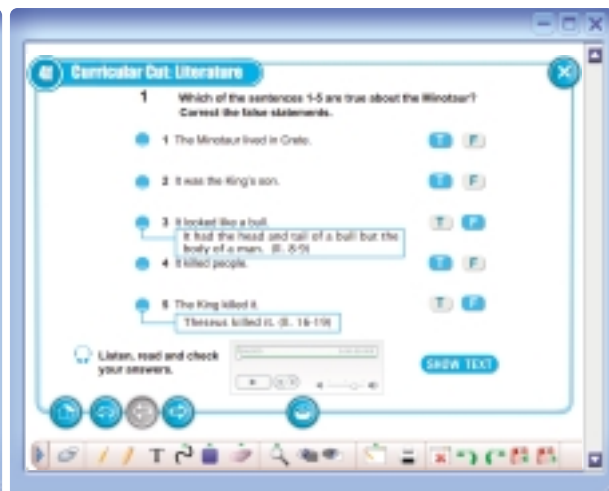


Fig 20

Sometimes, clicking on the correct answer will reveal another **SHOW KEY** button. Clicking that **SHOW KEY** button reveals the reference in the text (see Fig 19) or further language practice (see Fig 20).

In multiple choice tasks clicking the correct answer may change its colour (see Fig 21), underline it (see Fig 22) or circle it to indicate its accuracy (see Fig 23).



Fig 21

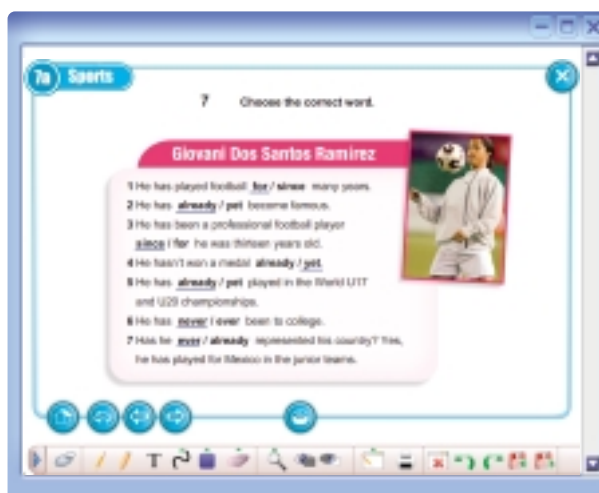


Fig 22

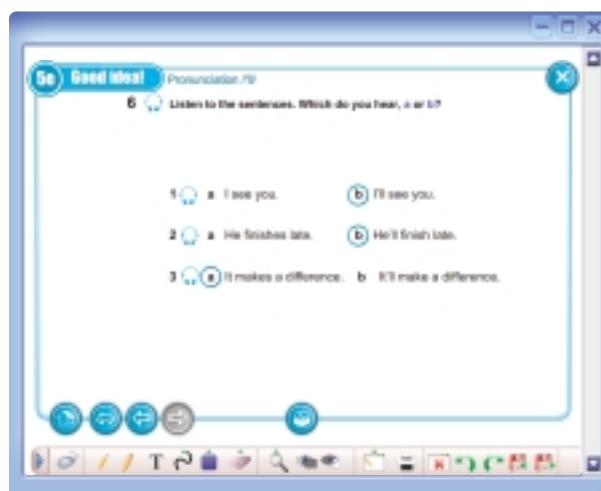


Fig 23

Clicking is also used in pronunciation tasks. Click the **HEADPHONES** next to each item to activate the audio as well as the **SHOW KEY** button to reveal the answer to the task (see Fig 24). In some tasks, clicking the correct column will reveal a tick (see Fig 25).

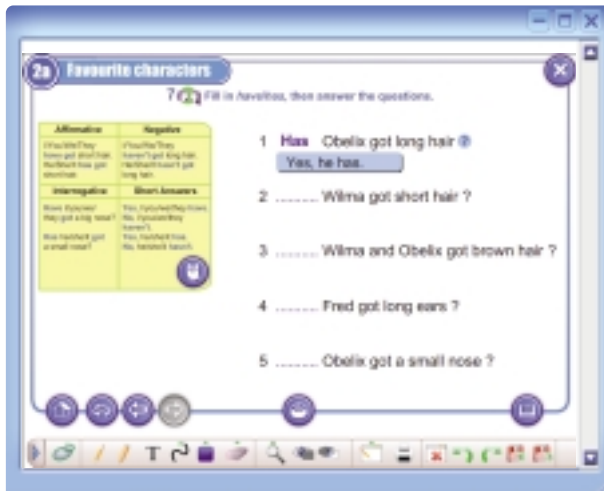


Fig 24

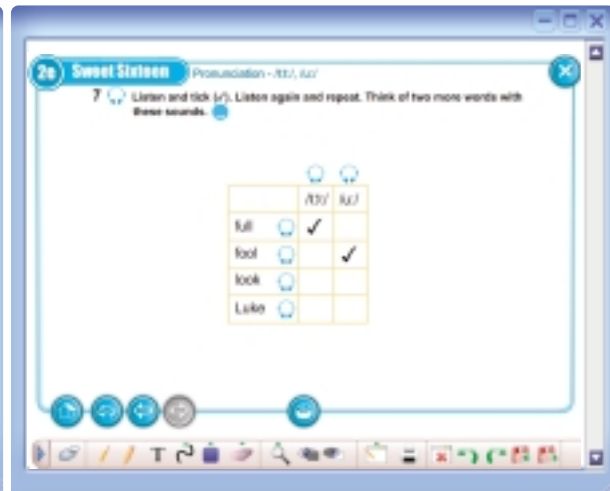


Fig 25

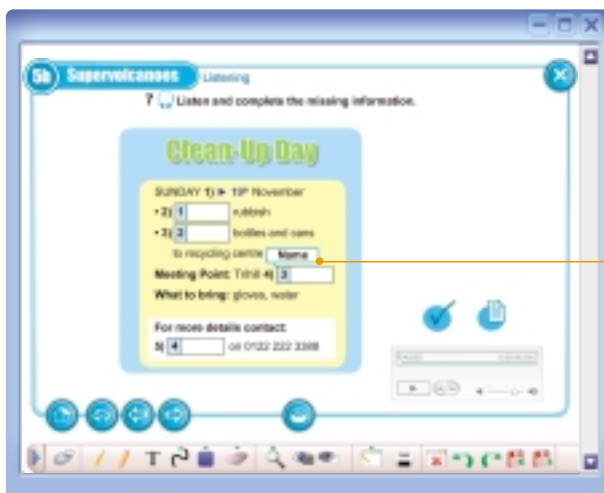


Fig 26

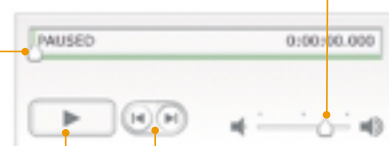
In listening exercises, there is a simple **AUDIO PLAYER** (see Fig 26). All its buttons are activated by a click (see Fig 27).

Click the numbers of each item to reveal a **CLUE**.

Click and drag the **SEEK BAR INDICATOR** to locate a specific point in the recording.

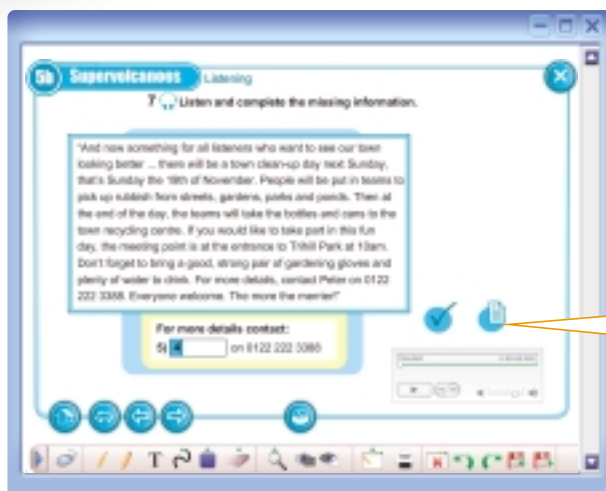
Click and drag this indicator to the left or right to adjust the **VOLUME** of the recording.

Fig 27



PLAY / PAUSE

GO TO THE BEGINNING / END of the recording.



You will also notice a **TAPESCRIPTS** button in listening tasks. This will reveal the tapescript of an audio recording.

Fig 28

In *Listen, read and check* tasks, the tapescripts or the texts will be revealed if you click the **SHOW KEY** button (see Fig 29-30).

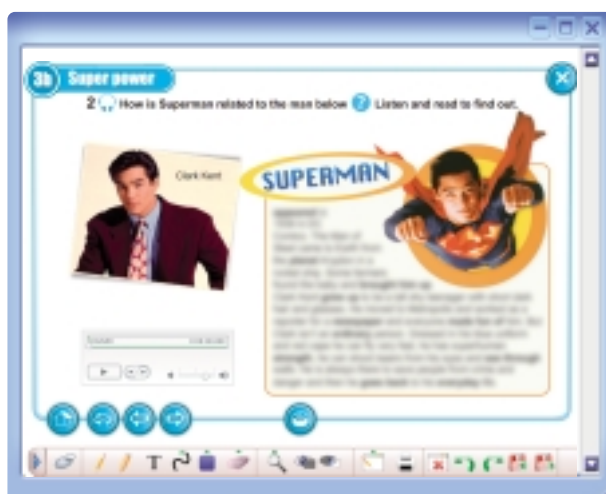


Fig 29

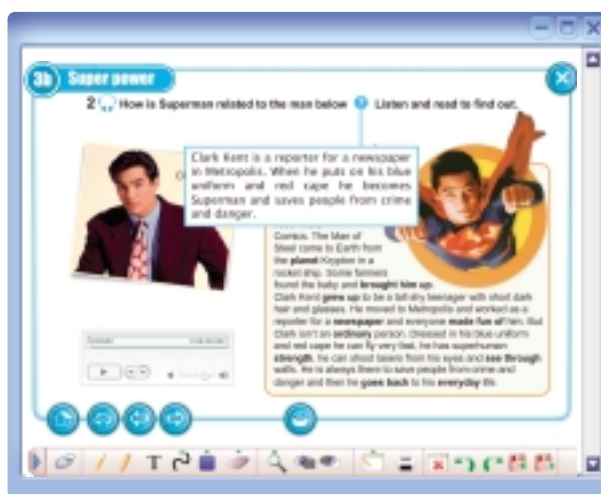


Fig 30





The *Extra* activities for weaker classes present similar tasks (see Fig 35-36).

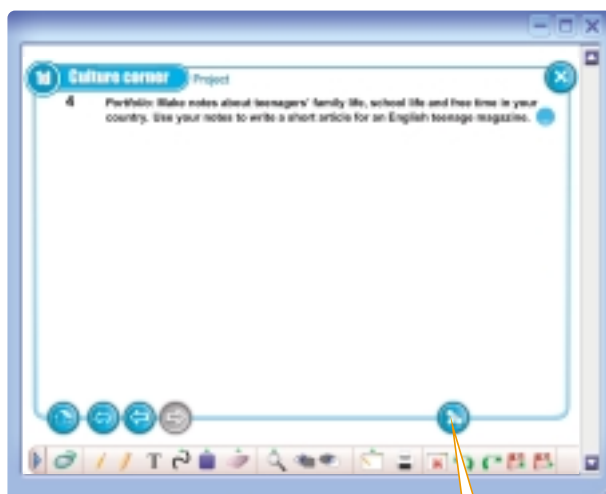


Fig 35

Click to enter the extra activity.

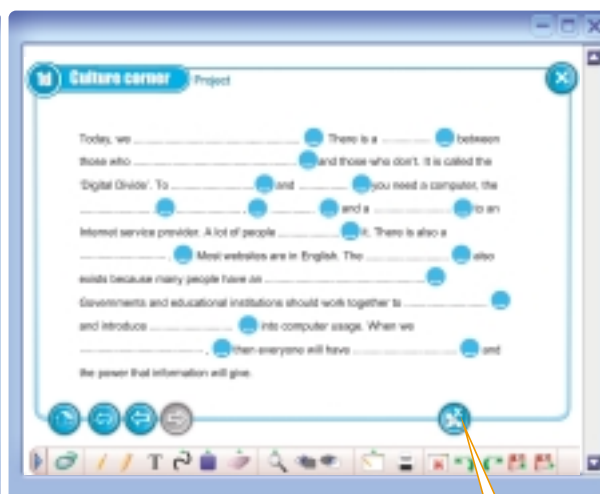


Fig 36

Click to exit the extra activity.

## Clicking and dragging



Fig 37

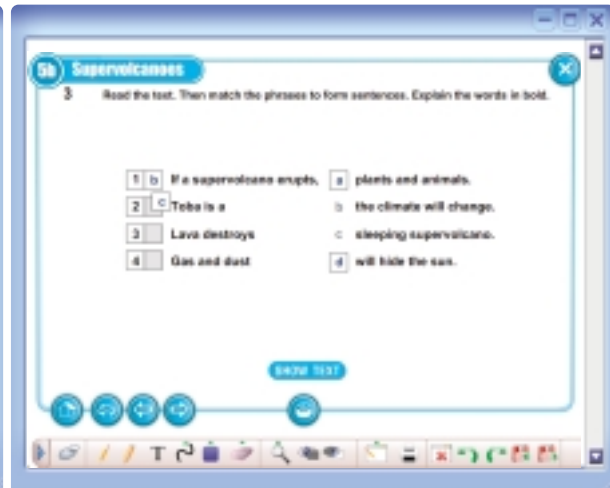


Fig 38

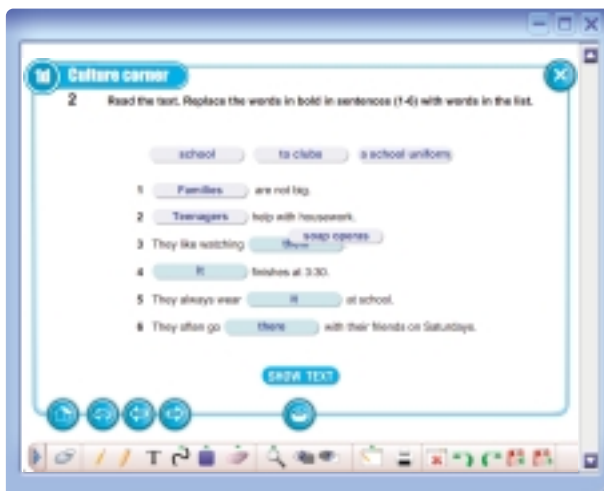


Fig 39

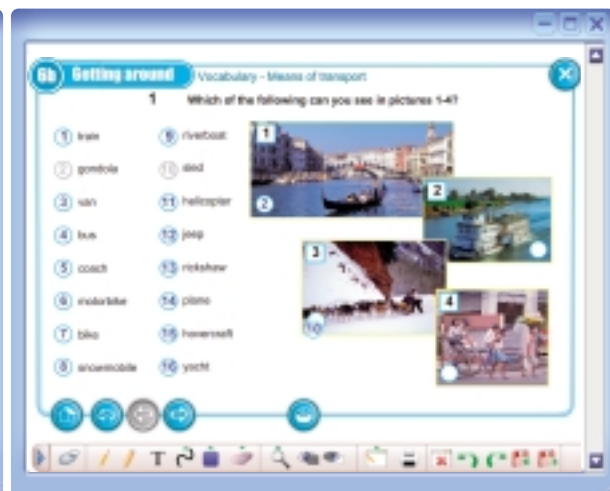


Fig 40

To match any item (word, phrase, picture, etc) to another, you simply click the item and drag it to the place you have chosen (see *Fig 37-40*). If the answer is wrong, it will bounce back to its original position.

## The toolbar

At the bottom of every screen, you will find the **Toolbar** (see Fig 41-43).

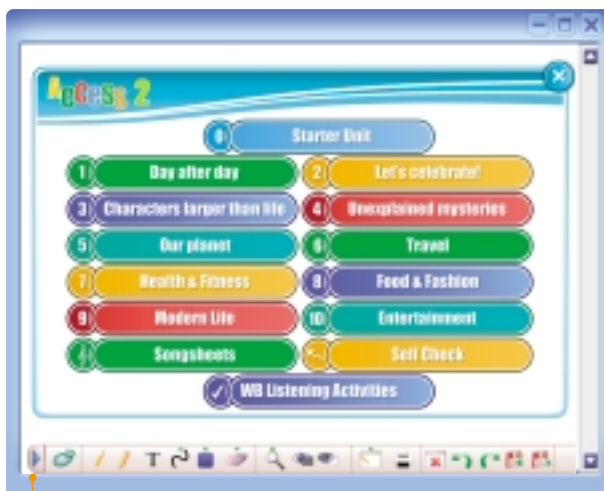


Fig 41



Fig 42



If for any reason you wish to hide the toolbar during your lesson, you can do so by clicking the arrow on the left-hand side. To make it reappear, you can click the remaining arrow at the bottom on the right.



## The toolbar at a glance

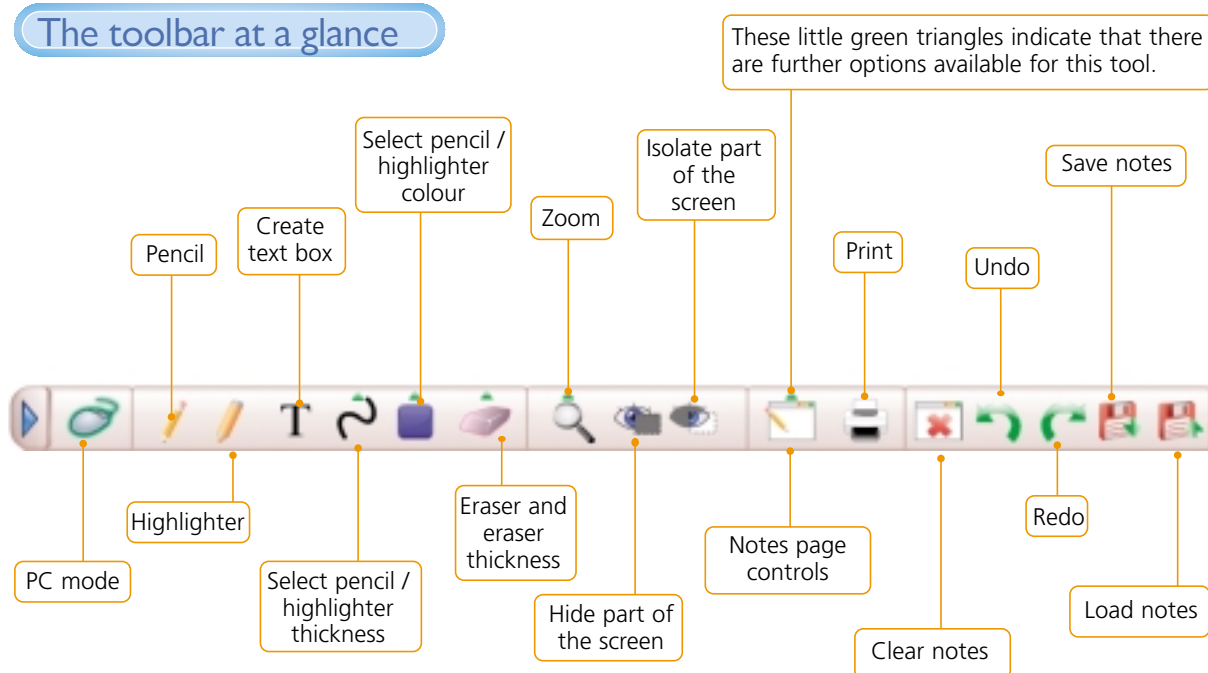


Fig 43

## Using the tools



**PC MODE:** After you have used one of the tools, click this to regain your normal mouse pointer function. This way you can once again *click* and *click and drag*.



**PENCIL:** Click to turn your mouse pointer into a pencil. Now you can make your own notes on every screen provided in this software – a very useful tool if you want to write students' own answers during prediction warm-up or error correction (see Fig 44). Make sure you select a colour and thickness for your pencil before you actually write anything (see **SELECT PENCIL / HIGHLIGHTER THICKNESS** and **COLOUR**).



**HIGHLIGHTER:** Click and drag on every word, phrase or sentence you wish to highlight in a text (see Fig 45). Again, you have the option of selecting the colour and thickness of your highlighter first.



**CREATE TEXT BOX:** If you don't want to use the pointer/electronic pen of your interactive whiteboard, this is a useful alternative for making notes. Click and drag to create a text box and type in your notes (see Fig 46).

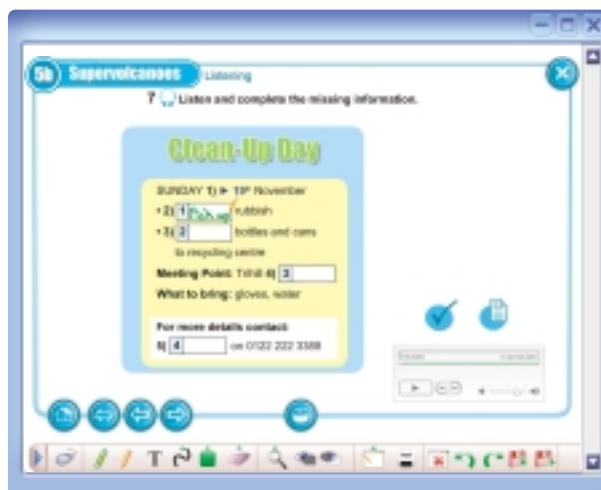


Fig 44

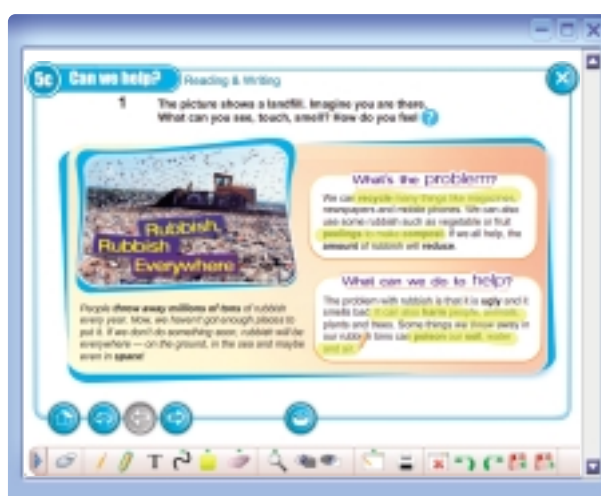


Fig 45

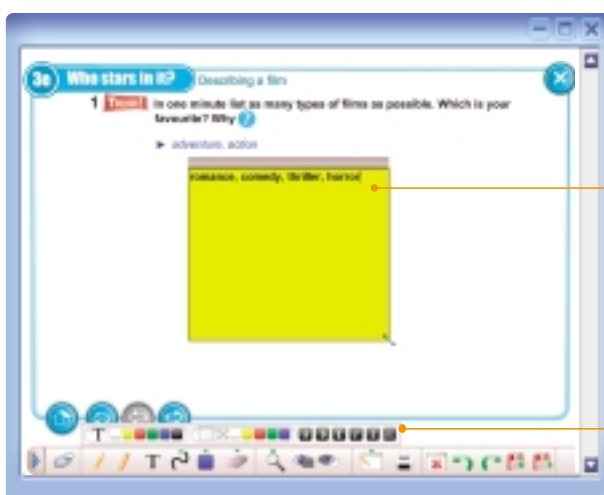
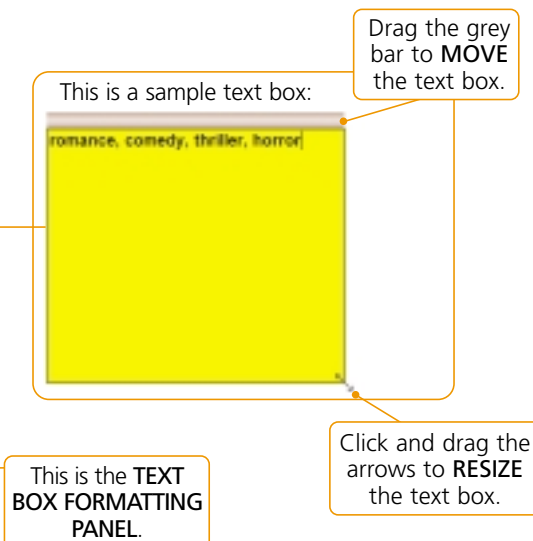


Fig 46





Once you have created a textbox, a formatting panel appears so you can customise your text (see *Fig 47*).

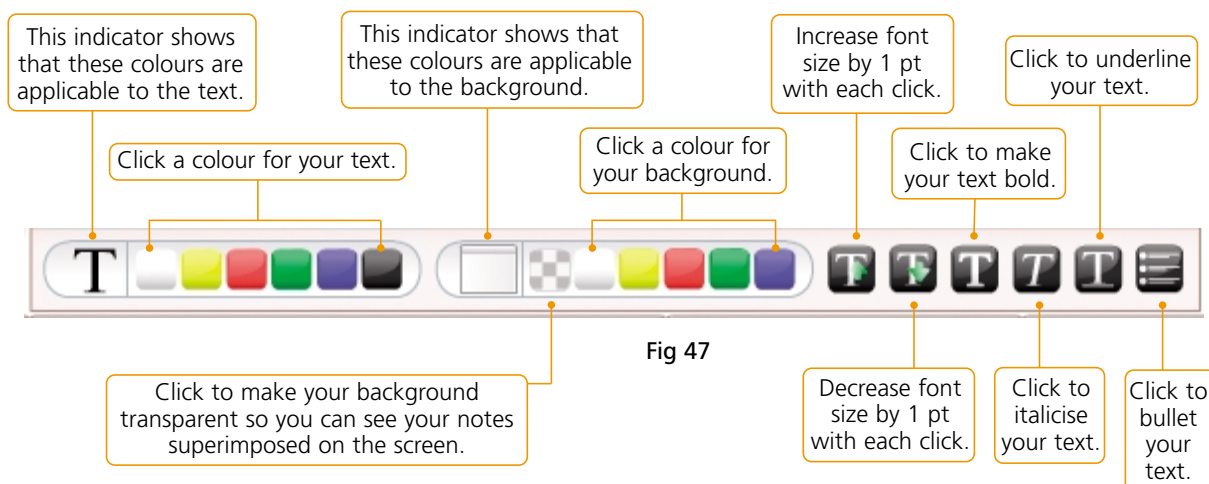


Fig 47

**SELECT PENCIL/HIGHLIGHTER THICKNESS:** Once you have clicked this tool, another options panel appears (see *Fig 48*). Click any of the brush strokes to select the thickness of your pencil or highlighter.

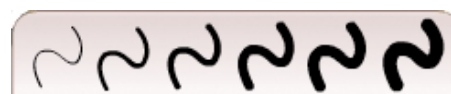


Fig 48

**SELECT PENCIL/HIGHLIGHTER COLOUR:** Click to reveal the colour options panel and select a colour for your pencil / highlighter (see *Fig 49*). This is a very useful tool if you like to use colour-coding while teaching.



Fig 49

**ZOOM:** Once you have clicked this tool, another options panel appears (see *Fig 50*).



Fig 50



For example, Fig 51 shows a zoomed in area of a screen.



In the bottom right hand corner, there are four arrows pointing to the top, bottom, left and right. By clicking them individually you can navigate the screen.

Fig 51



**ERASER and ERASER THICKNESS:** When you click this tool, another options panel appears so you can select the thickness of your eraser (see Fig 52). Click the circle of your choice to select the thickness of your eraser and your pointer turns into an eraser. Drag it over the area you wish to erase. If you want to erase a text box, simply click it once and the entire textbox will be deleted.

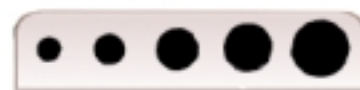


Fig 52



**HIDE PART OF THE SCREEN:** When you click and drag over a selected area with this tool, you can hide areas such as individual illustrations, paragraphs, words, phrases, etc (see Fig 53). This will give you the opportunity to explore tasks and texts further.

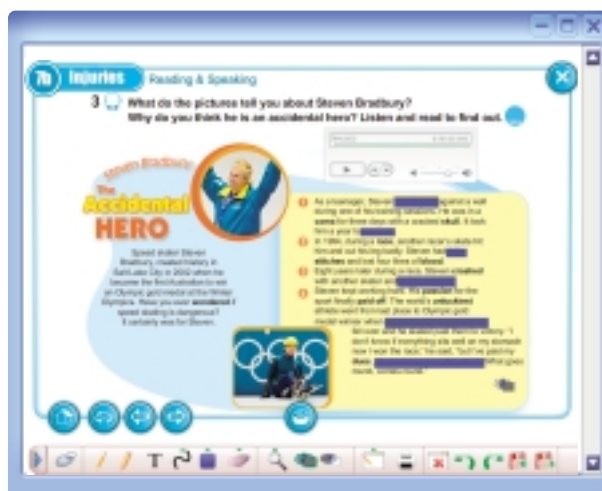


Fig 53



**ISOLATE PART OF THE SCREEN:** When you click and drag over an area of the screen with this tool, the section you have selected will be visible and therefore focus students' attention directly on it. The rest of the screen fills up with the colour of your choice (see Fig 54).

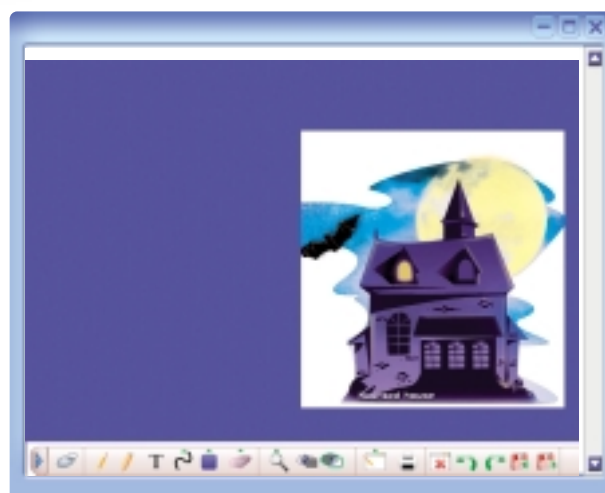


Fig 54



**PAGE CONTROLS:** Clicking this tool will reveal another options panel so you can organise your notes in different layers (see Fig 55). Each layer works as a blank page you can write your notes on. This page can be either transparent and visible over the task screen, or opaque and function like a conventional whiteboard. The difference is that now you can prepare your notes before your lesson, or save them after the lesson so as to use them again in the future, with the same class or a different class of the same level.

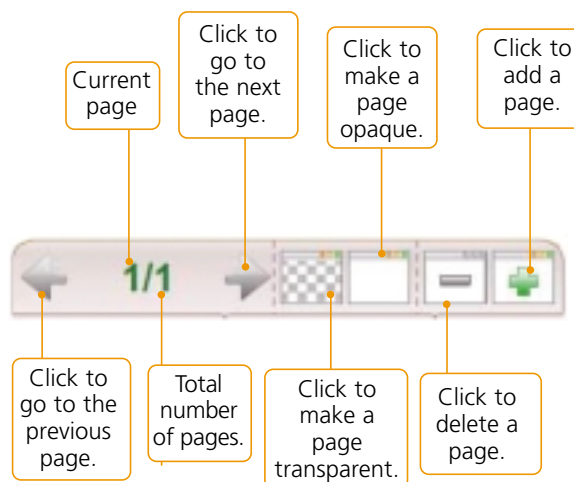


Fig 55



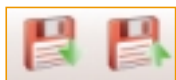
**PRINT:** Click this to print the screen you are working on, as it is – with notes. Please note that the preferred printing mode for this feature is landscape.



**CLEAR NOTES:** Click this to erase all your notes on a particular screen.



**UNDO / REDO:** Click to undo or redo any action you have just done.



**SAVE and LOAD NOTES:** These two tools are especially useful if you want to use the same notes with another class on a different day. Please note that the **Access 2 IWB** notes and annotations can be accessed only through this software; therefore, they will be saved in a file created by the software and identified by the software alone.

### Saving Notes

First you need to make notes, either using the pencil or the text box tool, as in the example in *Fig 56*.

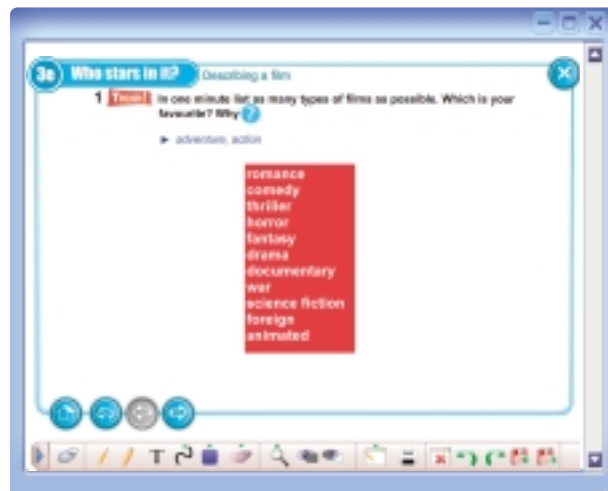



Fig 56



Fig 57

Then click **SAVE** . A blue window appears with the options **SAVE** and **CANCEL**. Type a name for your notes in the field that appears above these two options and click **SAVE**. It is best to name your notes according to the unit, exercise, page number and possibly the date you created them (see *Fig 57*). For example, you could name a file **3e\_Ex1\_17Oct08**. In this way, you can locate them easily once you have accumulated a long list of notes.

It is possible that your system will notify you that 'Local', i.e. this software, is trying to store a file in your computer (see *Fig 58*). Click **ALLOW**.

Now you have successfully saved your notes.

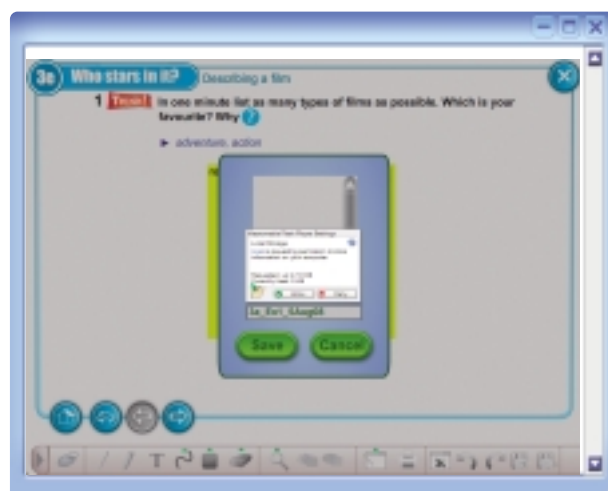


Fig 58

Loading Notes

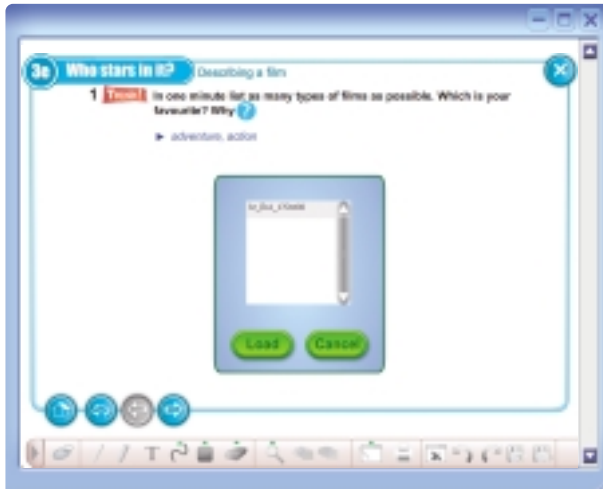



Fig 59

Click **LOAD NOTES**  to load a page of notes you have saved. Another blue window appears with the options **LOAD** and **CANCEL** (see Fig 59). Click the file name of your notes and then click **LOAD**.

Your saved notes will appear in the same manner as they did when you saved them (see Fig 60).

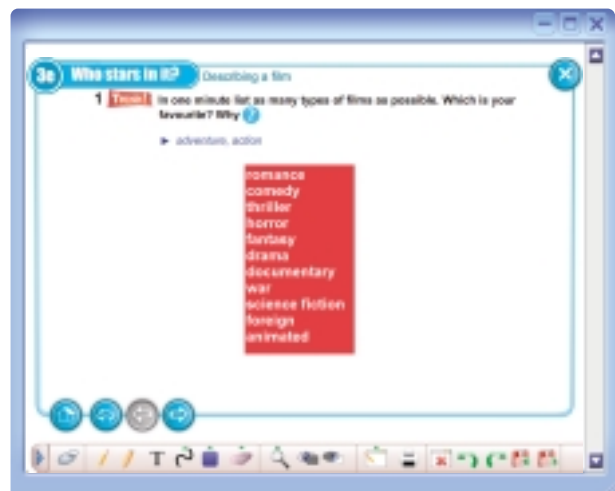


Fig 60

## Using Note Exporter on an IBM compatible

As you save notes while using the **Access 2 IWB Software**, you may wish to share them with other teachers using this software. You may also wish to use them on a different computer for a different class of the same level. In order to do either, you have to export your saved notes.

For this purpose, we have included the **Note Exporter** utility in this software. Please note that this function is only available for systems that are using the same software and that for **Note Exporter** to function correctly, you need to have saved at least one set of whiteboard notes.

To run **Note Exporter** go to *My Computer*. Then, right-click on the icon **Access\_2** on your disk drive. A drop-down menu will appear (see *Fig 61*). Click **EXPLORE**.

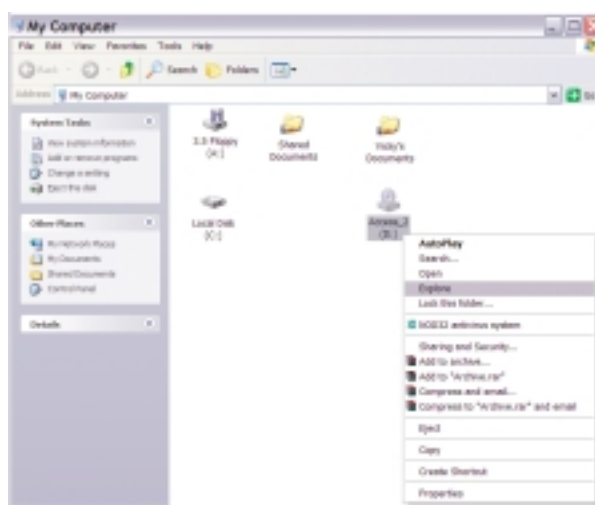


Fig 61

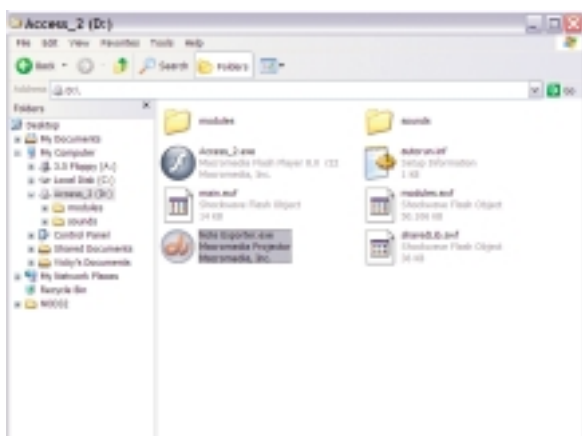


Fig 62

In the new window that appears, double-click the **NoteExporter.exe** icon (see *Fig 62*).

**Note Exporter** will now start. The new window that appears will offer you two options (see *Fig 63*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.



Fig 63

### Exporting Notes

**N.B.:** Before exporting any notes, you will need to have created a folder in your computer into which your notes will be exported. In this example, we have named this folder **Access2IWB**.

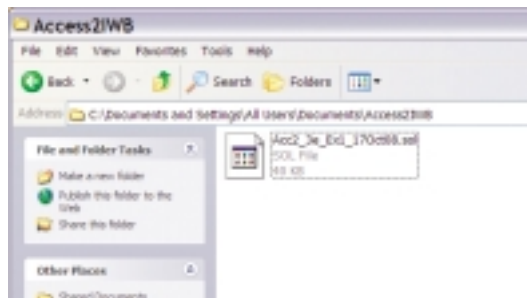


Fig 64

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in Fig 64.

After a few minutes, you will be prompted to enter the application file identifier (see Fig 65). This is the file in which the software saves all your notes. Please type

**Access2**

in the space provided. Please note that this file name is case-sensitive, so it is important that you type it in correctly. Now click **OK**.



Fig 65

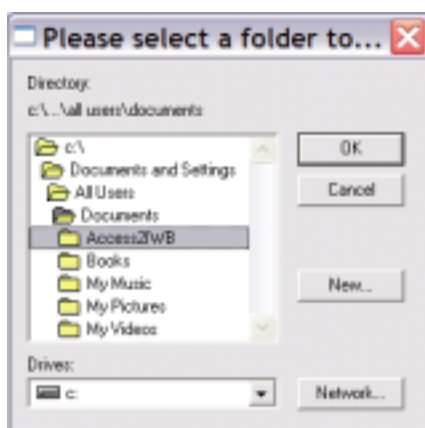


Fig 66

A window will appear that asks you to specify the folder in your system where you wish to export your notes. Select the drive and the folder from the drop-down menu and click **OK** (see Fig 66).



Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 67* after a few seconds.



You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FIVE CHARACTERS (Acc2\_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

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### Importing Notes

To import your exported notes onto another computer that has the same software, run **Note Exporter** as described in the previous section (see *Exporting Notes*).



Fig 69

When you see the window shown in *Fig 69*, click **IMPORT NOTES**.

The message in *Fig 70* will appear.

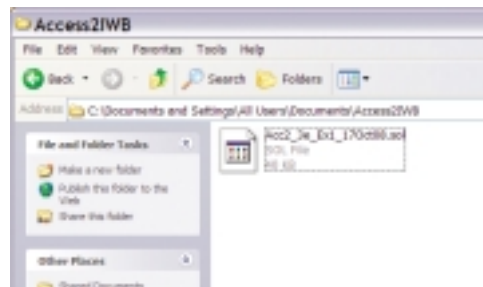


Fig 70

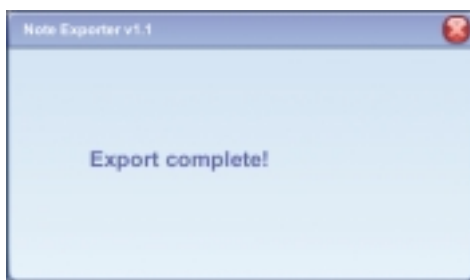


Fig 71

After a few minutes, you will be prompted to enter the application file identifier (see *Fig 71*). Please type

**Access2**

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Now click **OK**.

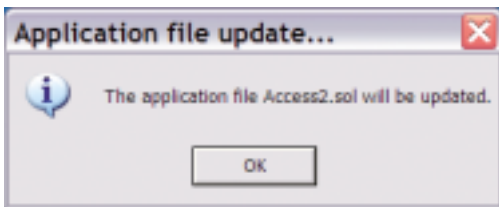


Fig 72

The message in *Fig 72* will appear. Click **OK**.

The next window will ask you to specify the folder in which you have saved the exported notes (see *Fig 73*). Scroll down the menu and select the folder. Then, click **OK**. In this particular example, the user has saved their exported notes on their computer in a folder called **Access2IWB**. However, you can import notes from a CD, DVD, USB stick or any other portable medium.

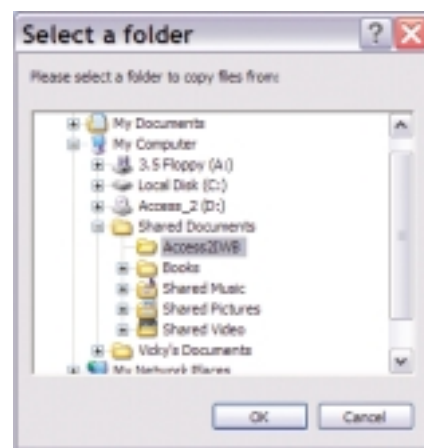


Fig 73

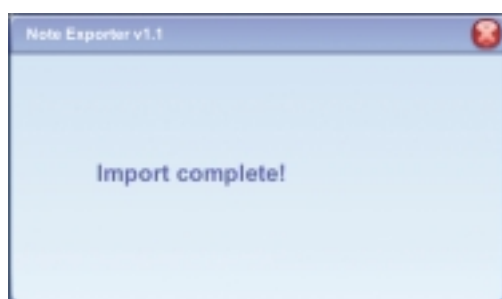


Fig 74

When you have successfully imported the notes, the window in *Fig 74* will appear.

In order to view the imported notes, you may now load them using the **LOAD NOTES** function.

## Using Note Exporter on a

**Note Exporter** operates in a slightly different manner on a Mac Os.

To run **Note Exporter**, insert the disk into your drive. The icon shown in *Fig 75* will appear on your desktop.



Fig 75

When you click it, the contents of the disk appear in a browser window with the icons and file names shown in *Fig 76*.



Fig 76

Click the  icon to run the application.

**Note Exporter** will now start. The new window that appears will offer you two options (see *Fig 77*).

Click **EXPORT NOTES** if you want to transfer notes from this computer to another computer.

Click **IMPORT NOTES** if you want to transfer notes to this computer from another computer.



Fig 77

## Exporting Notes

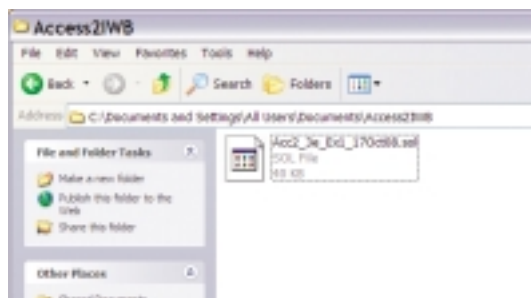


Fig 78

When you click **EXPORT NOTES** the computer will start searching your hard disk for any interactive whiteboard notes that may exist on it. You will see the message in Fig 78.

After a few minutes, you will be prompted to enter the application file identifier (see Fig 79). This is the file in which the software saves all your notes. Please type

**Access2**

in the space provided. Please note that this file name is case-sensitive, so it is important that you type it in correctly. Now click **OK**.



Fig 79

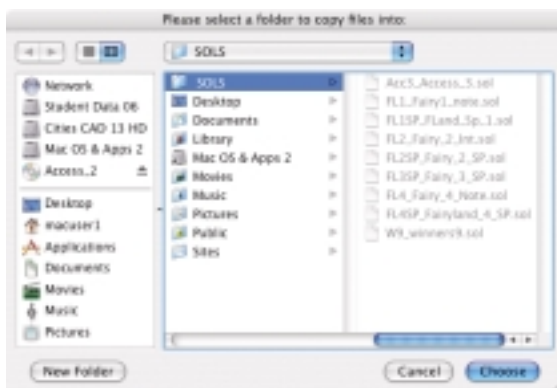


Fig 80

A window will appear that asks you to specify the folder in your system from which you wish to export your notes (see Fig 80). Select the drive and the folder from the drop-down menu and click **CHOOSE**.

Please note that, after saving your exported notes on your computer, you may transfer them onto a CD or DVD, a floppy disk or a USB memory stick.

Once you have specified where you want your notes to be saved, click **OK**. You will see the message shown in *Fig 81* after a few seconds.

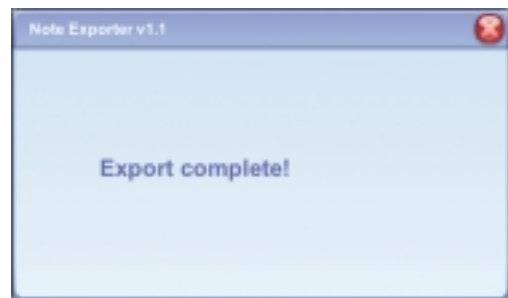


Fig 81

The saved notes files have now been moved to the folder the user specified. You can rename the file if you wish. However, please **DO NOT CHANGE THE FIRST FIVE CHARACTERS (Acc2\_) OR THE EXTENSION**, as this will make your notes untraceable by the application.

You can now store the file(s) you exported on any storage media, or send them by email. When you want to use these files on another computer, use the **IMPORT NOTES** function.

### Importing Notes

To import your exported notes onto another computer that has the same software, run **Note Exporter** as described in the previous section (see *Exporting Notes*).



Fig 82

When you see the window shown in *Fig 82*, click **IMPORT NOTES**.

The message in *Fig 83* will appear.

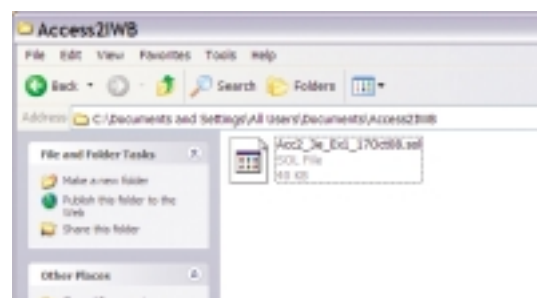


Fig 83



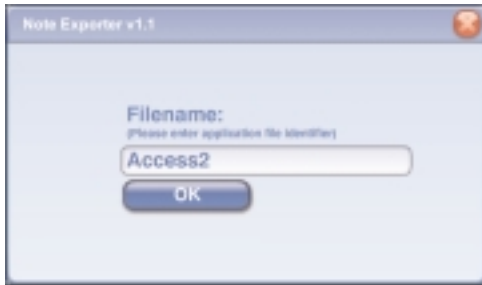


Fig 84

After a few minutes, you will be prompted to enter the application file identifier (see Fig 84). Please type

**Access2**

in the space provided. Again, please remember that this is a set file name and that it is case-sensitive. Then click **OK**.

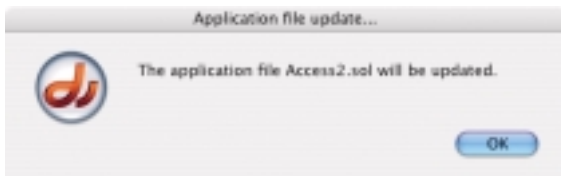


Fig 85

The message in Fig 85 will appear. Click **OK**.

The next window will ask you to specify the folder in which you have saved the exported notes (see Fig 86). Scroll down the menu and select the folder. Please note that you can import notes from a CD, DVD, USB stick or any other portable medium. Click **CHOOSE**.

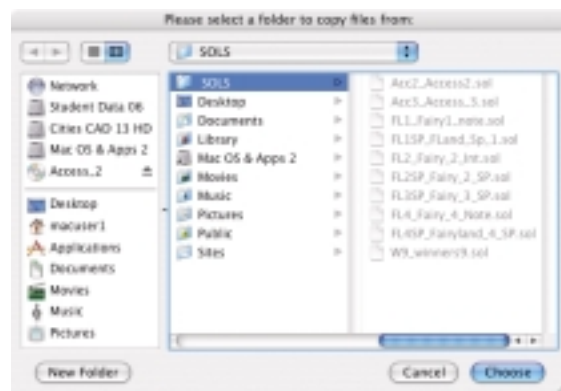


Fig 86

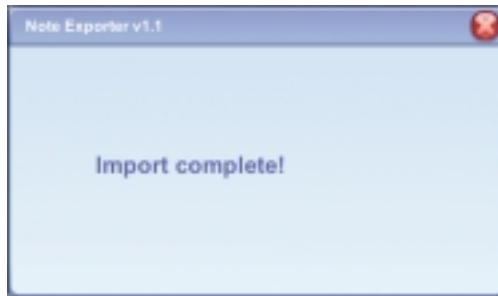



Fig 87

When you have successfully imported the notes, the message in *Fig 87* will appear.

Again, in order to view the imported notes, you may now load them using the **LOAD NOTES** function.

## Troubleshooting

Problem	Solution
I insert the CD in my CD drive but nothing happens.	Your computer's autorun feature is possibly disabled. Go to <b>My Computer</b> and double click on the <b>Access_2</b> icon. In the new window that opens, double-click on the <b>Access_2</b> icon.
I've just written some notes and I want to go back to using the main application, but it seems that I cannot click on anything.	Make sure you return to PC Mode using the PC mode icon. 
<b>Note Exporter</b> cannot find my files.	<ul style="list-style-type: none"> <li>• Make sure you have typed the application file identifier correctly. For <b>Access 2 IWB</b>, the file identifier is <b>Access2</b>.</li> <li>• If the problem persists, avoid using other applications while running <b>Note Exporter</b>.</li> </ul>
My pages do not print properly.	Make sure your printer is set to print in landscape mode for optimum results.

## Contact support

In case you have any queries on the use of **Access 2 IWB**, please contact us at [IWBsupport@expresspublishing.co.uk](mailto:IWBsupport@expresspublishing.co.uk).

## A user-friendly Teacher's Guide on how to use the Access 2 Interactive Whiteboard Software with Access 2.

Here are some suggestions on how to approach each **section/activity** type encountered within the Access course.

### MODULES

#### Module presentation page

This page is meant to be done mainly using the Student's Book. The IWB software can be used to facilitate checking answers or having a picture discussion.

We suggest you handle each section/activity type in the following way:

- Activities such as **Find the page numbers for ...**, **Describe the pictures**, **Match the pictures to the words**, etc can be done first in the Student's Book and then checked using the IWB software by clicking on the key button(s).
- **Listen and repeat** exercises should be done using the IWB software. Play the recording and invite students to repeat chorally and/or individually.

#### Reading

##### Lead-in activities

There are different types of *Lead-in activities* such as picture-prompted discussion, short listening extracts, prediction activities, etc. All *Lead-in activities* should be done using the IWB software. On completion of the activities, teachers can check the students' answers by activating the key button (?) to reveal the suggested answers.

##### Reading tasks

*Reading tasks* are to be done using the Student's Book. The IWB software can be used for listening to the text (if audio is available) and/or for the students to check their answers.

**Note:** Time allowing, we suggest that you do the following *extension activities* in order to get the full benefit of the applications on the IWB software. Here are some ideas:

- Words/phrases/sentences, etc can be *hidden*, using the appropriate tool from the toolbar (See *User's Manual p. 18.*), to practise:
  - vocabulary (i.e. hide the adjectives, nouns, verbs, adverbs, etc),
  - grammar (i.e. tenses, infinitive, gerund, prepositions, conjunctions, etc) and
  - comprehension (i.e. what the paragraph is about, summary, etc).
- Words/phrases/sentences, etc can be *underlined/highlighted*, using the appropriate tool (See *User's Manual p. 18.*), in order for the students to provide questions to statements (e.g. Access 3, Module 2, Unit 2a, Ex. 1 – *I heard a loud roar*. What did you hear?).

*Explain the words in bold activities* are mainly done using the Student's Book. First the students offer their own explanations of the *words in bold* in context and then the teacher reveals the definitions on the IWB software by clicking on them.

In cases where the students are unable to offer a definition, the teacher reveals the definition to

begin with by clicking on the words in bold and then allows the students some time to make up their own sentence using the word.

## □ Vocabulary

The course includes different types of vocabulary activities such as:

- Look up words/phrases in the Word List.
- Match words to their synonyms/opposites/definitions, etc.
- Spidergrams.
- Gap-filling exercises.
- Categorising.

All the above activities should be done in the Student's Book and then checked using the IWB software. The IWB software can also be used for revision purposes. If this is the case, the teacher goes through the activities on the IWB with student's books closed. This is an ideal way to revise vocabulary.

**Note:** In cases where the vocabulary activities are accompanied by an audio extract, the teacher should use the IWB software to play the audio by clicking on the audio player/symbol.



These activities are either *gap-filling* or *speaking tasks*.

In the first case, the students should complete the task in their books and report their answers back to the class. The teacher should give feedback to the students through the IWB software.

In the second case, the teacher should instigate a discussion in class with the students. He/She can use the suggested answer on the IWB software as a model for the students and keep notes on the board in order to enrich the students' vocabulary (*For further information see User's Manual.*). As an extension, the teacher can ask the students to write their ideas down before they report back to the class.

## □ Grammar

There are different ways of approaching the *grammar* presentation:

- If the teacher wishes to do his/her own presentation, he/she can use the appropriate tool from the toolbar (*See User's Manual p. 18.*) to open a blank page and present the grammatical structure through his/her own examples.
- The teacher can refer the students to the grammar reference through the IWB software and present/review the grammar structure, by highlighting, underlining, etc form and usage.
- For a more stimulating, student-friendly explanation of the grammar structure, the teacher can click on the existing *owl symbol* and present the grammar with the aid of audio visual prompts.

*Exploring Grammar:* The students work in their books. Then the teacher checks their answers through the IWB software.

## □ Listening

All *listening activities* should be done the following way: The students work in their books while the teacher plays the audio through the IWB software. Once the activity is completed, the teacher checks students' answers through the IWB software.

- Note:** 1 In certain listening tasks such as note taking (listening for specific information), the teacher is advised to go through the gapped text using the IWB software and elicit what kind of information is missing. Then the teacher plays the audio through the IWB software and the students complete the task in their books.
- 2 All listening tasks in the IWB software are accompanied by a script. This gives the teachers the opportunity to work with the script during the feedback stage.

### ***Listen and repeat.***

All the *Listen and repeat activities* should be completed using the IWB software. The IWB software provides the teacher with the opportunity to play the audio as many times as is necessary.

## **□ Speaking**

The course includes several types of *speaking activities*. The students are asked to work on a variety of tasks, some on their own and some in pairs or groups. The students are required to engage in the following activities:

- conducting an interview
- performing a dialogue
- sustaining a monologue (i.e. reporting somebody's experiences)
- improvisations using prompts

We suggest that all types of *speaking tasks* should be exploited with the use of the IWB software as follows:

- First the teacher explains the task and assigns roles.
- Then the teacher uses the model on the IWB software by activating the key button ( ? ) in order to elicit ideas/vocabulary, highlight certain key prompts, analyse mind maps, brainstorm for further ideas, etc.
- Then the students prepare the task as the teacher circulates and monitors the activity.
- Finally, the students perform the task in front of the class.

**Note:** We advise that all speaking tasks be recorded in order to be included in the Students' Portfolios.

## **□ Everyday English**

These activities should be completed by the students in their Student's Book. Then the teacher uses the IWB software to check the students' answers.

## **□ Pronunciation**

The teacher plays the audio through the IWB software and the students complete the exercises in the Student's Book. Then the teacher confirms the students' answers and provides feedback via the IWB software.

## **□ Writing/Portfolio**

We suggest that all *writing activities (Portfolio)* are approached exclusively by means of the IWB software.

First the teacher works with the students on the plan step by step (i.e. reading through, eliciting answers/ideas, etc). The teacher allows the students some time to make notes.



Then the teacher activates the key button ( ? ) to reveal the model. The teacher, or a student, reads through the model (The model can be enlarged using the magnifier by clicking on the appropriate tool from the toolbar.).

At this stage, the teacher can underline, hide, highlight, etc key phrases on the board and ask the students to replace the phrases with their own ideas. Then the teacher assigns the writing activity as homework.

## ❑ Projects

We suggest that all *project work* is done through the IWB software.

The teacher explains the task and goes through the information required to complete the project. The teacher elicits answers and/or suggestions and conducts a general brainstorming.

Then the teacher displays the model on the IWB. He/She can underline, hide, highlight, etc key phrases on the board in order to provide the students with a skeleton for their project work. Finally, the project is assigned as homework.

## ❑ ICT

The *ICT sections* have been included in order to provide the students with the opportunity for self-access. This gives the students responsibility for their own learning and develops their autonomy.

For these sections, if the teacher wishes to use the IWB software, we suggest they approach it in the following way:

The teacher divides the class into groups and explains the task. He/She displays the model and instigates a class discussion (i.e. picture discussion, what information is included, the way the information is organised, etc). At this stage, the students can take notes.

Then the teacher encourages the students to use the Internet in order to obtain the information required to complete their assignment.

## ❑ Gap-filling exercises

The students complete the *gap-filling exercises* in their Student's Book. On completion, the teacher checks their answers with the use of IWB software.

## ❑ Games

In some cases the *games* on the IWB software do not correspond with those in the Student's Book. We suggest that you work with **all of the games** through the IWB software. To make the games more fun and competitive, the teacher can divide the class into two teams, A and B.

**SONGSHEETS**

The IWB software offers the opportunity to display the lyrics while listening to the audio and also has a karaoke application, so that the students can listen and sing along. We suggest using the IWB software for this purpose and the students can complete the remainder of the tasks in the Student's Book.

**SELF CHECK**

The students complete the *Self Check* tasks in the Student's Book. Then the teacher checks their answers through the IWB software.

**How to approach a module  
using the IWB software.**

Below the teachers can find a detailed guide for a selected module from Access 2.

**ACCESS 2  
Module 1****Module presentation page (p. 11)**

- **Find the page numbers for ...:** The students work with the Student's Book and then the teacher checks their answers through the IWB software.
- **Vocabulary (Activities) – Listen and repeat.:** This exercise should be done through the IWB software. The teacher plays the audio on the IWB software and the students repeat chorally and/or individually. Then the students translate the phrases into their own language.
- **Which of these activities do you like?...** The teacher presents the task through the IWB software. He/She refers the students to the example on the IWB and points out the various time phrases that can be used. He/She also explains the different ways of expressing preference (e.g. love, like, etc). Then the teacher divides the class into pairs and allows the students some time to prepare their exchanges. During this stage, the teacher can display the suggested answers on the IWB for further assistance. Finally, each pair performs their exchanges in front of the class.

**Unit 1a**

**Ex. 1 (p. 12) (Student's Books open.)** This exercise should be done through the IWB software. The teacher refers the students to the picture and the title of the text, and instigates a discussion about the characters (e.g. *Do you know their names? Do you know anything about them?*, etc). The teacher activates the key buttons to reveal the answer. Then the teacher plays the audio through the IWB software while the students read the text in their books.

**Ex. 2 (p. 12) (Student's Books open.)** The students read the text in their Student's Book and complete the task. The teacher then displays the answers through the IWB software. During this stage,

the teacher can show the text and ask from the students justification for their answers. He/She can underline/highlight the corresponding parts in the texts.

### Extension

The teacher hides adjectives (e.g. *easy-going, beautiful, handsome*, etc), using the appropriate tool, to provide further reading comprehension practice.

**Ex. 3 (p. 12) (*Student's Books closed.*)** The teacher refers the students to the exercise through the IWB software. He/She elicits the meaning of the words in the list. Should the need arise, the teacher can refer the students back to the texts. Then the students use the words in the list to make sentences about the characters in the pictures. Finally, the teacher verifies the students' answers through the IWB software.

**Ex. 4 (p. 13) (*Student's Books open.*)** There are two ways of approaching this exercise:

- The students copy the headings and complete the task in their notebooks and the teacher confirms their answers through the IWB software.
- The teacher and the students complete the task together through the IWB software by clicking and dragging the correct words under the appropriate headings. Then the students copy the answers into their notebooks.

On completion of the first part of the task, the teacher asks the students to use the words to describe the *Mystery Inc* characters. Finally, the teacher divides the class into pairs and allows them some time to ask and answer questions based on the text, using the model exchange provided as a guide.

**Ex. 5 (p. 13) (*Student's Books open.*)** The students work in the Student's Book. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software.

**Note:** Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 37.

**Ex. 6 (p. 13) (*Student's Books open.*)** The students work in the Student's Book. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software.

**Note:** Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 37.

**Ex. 7 (p. 13) (*Student's Books open.*)** The students complete the task in the Student's Book. The teacher then checks their answers through the IWB software.

**Ex. 8 (p. 13) (*Student's Books closed.*)** The teacher refers the students to the pictures on the IWB. He/She asks about Jane's and David's possessions. Then the teacher explains the task and the students use the prompts provided to make questions and answers. The teacher checks their answers through the IWB software.

**Ex. 9 (p. 13) (*Student's Books open.*)** The teacher explains the task and the students work in pairs using the prompts provided to make questions and answers. Then the teacher displays the suggested answers through the IWB software.

**Ex. 10 (p. 13) (*Student's Books closed.*)** The teacher refers the students to the task through the IWB software. He/She brainstorms for ideas and can use the suggested answer for further assistance. The task can then be assigned as classwork or homework.

## Unit 1b

Ex. 1 (p. 14) (*Student's Books closed.*) The teacher plays the audio through the IWB software and the students listen and repeat chorally and/or individually. Then the students explain the phrases in their own language.

## Extension

The teacher asks the students to say who in their family does each household chore.

Ex. 2 (p. 14) (*Student's Books open.*) The students do the quiz in their Student's Book and find out if they are *busy bees* or *couch potatoes*. Then the teacher checks their scores through the IWB software through a show of hands for each result. The students use their books to look at the words in bold in the quiz and try to explain their meaning. Then the teacher provides the key by clicking on the **words in bold** through the IWB software.

**Note:** For variation see the *Explain the words in bold* section on p. 36.

Ex. 3 (p. 15) (*Student's Books open.*) The students work in the Student's Book. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software. Finally, the students explain the words in bold in their language.

**Note:** Should teachers wish to provide a more detailed analysis/presentation of the grammar structure, please refer to the *Grammar* section on p. 37.

Ex. 4 (p. 15) (*Student's Books open.*) The teacher allows the students some time to complete the task in their notebooks. During this stage, the teacher can display the suggested answers on the IWB. Then the students report back to the class.

Ex. 5 (p. 15) (*Student's Books open.*) The students work in the Student's Book. They go through the grammar theory box and complete the task. The teacher checks their answers through the IWB software.

Ex. 6 (p. 15) (*Student's Books open.*) The teacher allows the students some time to go through the grammar theory box and complete the task in their notebooks. During this stage, the teacher can display the suggested answers on the IWB. Then the students report back to the class.

Ex. 7 (p. 15) (*Student's Books open.*) The students complete the task in their Student's Book while the teacher plays the audio through the IWB software. Finally, the students report back and the teacher confirms their answers through the IWB software.

**Note:** The script is provided through the IWB software so that the teacher can do further work should he/she wish.

Ex. 8 (p. 15) (*Student's Books open.*) The teacher goes through the instructions through the IWB software and explains the task. He/She divides the class into pairs and allows them some time to prepare their exchanges. Then the teacher invites each pair to perform their exchanges in front of the class. During this stage, the teacher can use the suggested answer in order to give the students any further assistance. Finally, the students report back to the class about their friends and the household chores they do.

**Note:** The students can record themselves and file their recording in their Portfolios.

Ex. 9 (p. 15) (*Student's Books closed.*) The teacher refers the students to the task through the IWB software. The students use the phrases given and their own ideas to talk about what they

do on a typical Monday. The teacher can use the suggested answer on the IWB for further assistance. The task can then be assigned as classwork or homework.

## Unit 1c

- Ex. 1 (p. 16) (*Student's Books open.*) The teacher refers the students to the exercise on the IWB. He/She asks the students to read the title and guess which of the activities in the pictures they think Amy does on Sundays. Then the teacher plays the audio through the IWB software while the students read in the Student's Book in order for them to check their answers. The teacher confirms their answers through the IWB software. Finally, the students label the pictures and the teacher displays the answers through the IWB software.
- Ex. 2 (p. 16) (*Student's Books open.*) The students complete the task in the Student's Book. The teacher confirms the students' answers through the IWB software.
- Ex. 3 (p. 16) (*Student's Books open.*) The students go through the *Learning to Learn* box and find examples in the text. The teacher confirms their answers through the IWB software. Then the students complete sentences 1-5 and the teacher displays the answers on the IWB.
- Ex. 4 (p. 16) (*Student's Books open.*) The students copy the table in Ex. 2 into their notebooks and complete it about themselves. During this stage, the teacher can display the suggested answer for further assistance.
- Ex. 5 (p. 16) (*Student's Books closed.*) The teacher refers the students to the exercise on the IWB. The students use their notes from Ex. 4 to talk about their favourite day.

Then the teacher clicks on the button to reveal the model. He/She hides some key words/phrases (i.e. day, activities, etc) and the students complete the gaps. Alternatively, the teacher can highlight or underline the parts in the article that need to be substituted. Then the writing activity is assigned as homework.

## Unit 1d

- Ex. 1 (p. 17) (*Student's Books open.*) The teacher refers the students to the exercise through the IWB software. He/She asks the students to look at the pictures and instigates a discussion about different aspects of teenage life in Britain. Then the teacher asks the students to think of a question for each category. To assist the students, the teacher can display the suggested questions on the IWB. The teacher then plays the audio through the IWB software while the students read in their books and try to answer their questions.
- Ex. 2 (p. 17) (*Student's Books open.*) The students complete the task in the Student's Book. The teacher confirms the students' answers through the IWB software.

### Extension

Using the appropriate button on the tool bar, hide certain words/phrases in the text (e.g. *Family life*: busy, help around; *School life*: at 8:45, after-school club; *Free time*: surfing the Net, going shopping, etc.). Ask the students to read and complete the text.

- Ex. 3 (p. 17) (*Student's Books open.*) The students use their books to look at the words in bold in the texts and try to explain their meaning. Then the teacher provides the key by clicking on the **words in bold** through the IWB software. The teacher allows the students some time to

read the texts again and make notes under the headings in their notebooks. Then they report back to the class and the teacher displays the suggested answer on the IWB.

**Note:** For variation see the *Explain the words in bold* section on p. 36.

- Ex. 4 (p. 17) (*Student's Books closed.*) The teacher explains the task and goes through the information required to complete the project through the IWB software. He/She conducts a general brainstorming about teenagers' family life, school life and free time in their country. Then the teacher displays the model on the IWB. He/She can underline, hide, highlight, etc key phrases on the board in order to provide the students with ideas for their project work. Finally, the project is assigned as homework.

## Unit 1e

- Ex. 1 (p. 18) (*Student's Books closed.*) The teacher plays the audio through the IWB software and invites the students to listen and repeat chorally and/or individually. He/She then asks the students in which situation they would be likely to hear these phrases.
- Ex. 2 (p. 18) (*Student's Books closed.*) The teacher plays the audio through the IWB software for the students to listen and answer the question. The teacher displays the answer on the IWB.
- Ex. 3 (p. 18) (*Student's Books open.*) The students complete the tasks in the Student's Book. Then the teacher uses the IWB software to check the students' answers.

### Extension

The teacher asks the students if they know any additional phrases that can replace the ones in bold (e.g. *Hang on a minute*: Just a second. – *How about coming?*: Would you like to come? – *Yeah, I'd love to*: Yeah, that would be great., etc)

- Ex. 5 (p. 18) (*Student's Books open.*) The teacher goes through the instructions using the IWB software and explains the task. He/She refers the students to the role-play guide through the IWB software and invites the students to make suggestions for each exchange. The teacher then divides the class into pairs and assigns roles. He/She allows the students some time to prepare their role-play and then invites each pair to perform their dialogue in front of the class. During this stage, the teacher can use the suggested answer in order to give the students any further assistance.

**Note:** The students can record themselves and file their recording in their Portfolios.

- Ex. 6 (p. 18) (*Student's Books closed.*) The teacher plays the audio through the IWB software. The students listen and repeat chorally and/or individually. Then the teacher asks the students if they can think of other words with the same sounds and he/she verifies their answers through the IWB software.

## Unit 1f

- Ex. 1 (p. 19) (*Student's Books open.*) The teacher invites the students to look at the world map through the IWB software and instigates a discussion about time in different parts of the world. He/She plays the audio while the students read the text and complete the task. The teacher confirms the students' answers through the IWB software.



**Ex. 2 (p. 19)** (*Student's Books closed.*) This exercise should be done through the IWB software. The teacher asks the students to look at the map, find the cities mentioned and complete the task. The teacher confirms the students' answers through the IWB software. As an extension, the students locate their city on the map and say which time zone they are in (e.g. *Athens is in the same time zone as Istanbul.*).

The students use their books to look at the words in bold in the text and try to explain their meaning. Then the teacher provides the key by clicking on the **words in bold** through the IWB software.

**Note:** For variation see the *Explain the words in bold* section on p. 36.

**Ex. 3 (p. 19)** (*Student's Books open.*) The teacher presents the task through the IWB software. He/She divides the class into pairs and allows the students some time to prepare their exchanges. Then each pair performs their exchanges in front of the class. The teacher confirms their answers through the IWB software.

**Ex. 4 (p. 19)** (*Student's Books closed.*) The teacher divides the class into groups and explains the task. He/She displays the model and brainstorms for additional methods/devices of telling the time. Then the teacher encourages the students to use the Internet in order to obtain the information required to complete their assignment.

## 2a Favourite characters Reading

2 Read again and answer the questions.



He's from New York City.

- 1 Where's Spider-Man from ?
- 2 Who does he live with ?
- 3 Who's his best friend ?
- 4 How does Spider-Man get his special powers ?
- 5 What can Spider-Man do ?
- 6 Who is his enemy ?

### Amazing Spidey

★★★★★

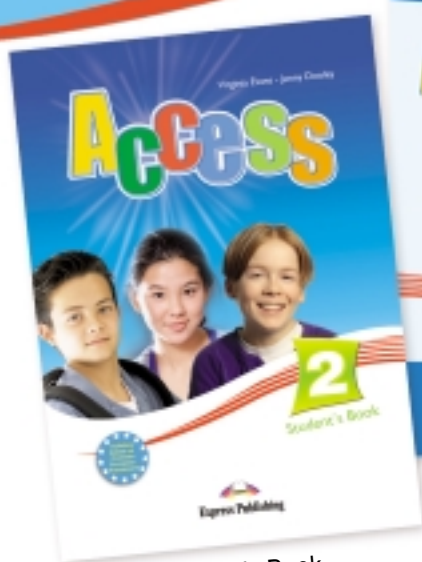
by Ann Smith

Peter Parker is a quiet teenager. He lives in a small house in New York City with his Aunt May. Peter hasn't got many friends. His best friend is Mary Jane. One day, a spider bites Peter in a science lab. Now he's got special powers! He is strong and fast and he can climb walls, just like a spider! People love him, but he's got an enemy, the evil Green Goblin. Can Spider-Man stop him? Watch this brilliant film to find out!

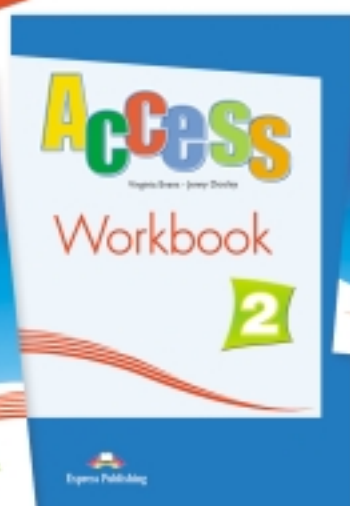


# Access 2

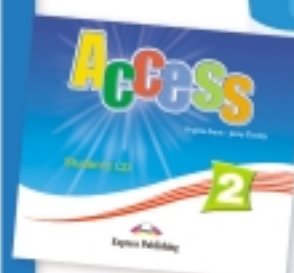
Access 2 is designed exclusively for students studying English at Elementary level. It follows the principles of the Council of Europe Common Framework of Reference Level A2.



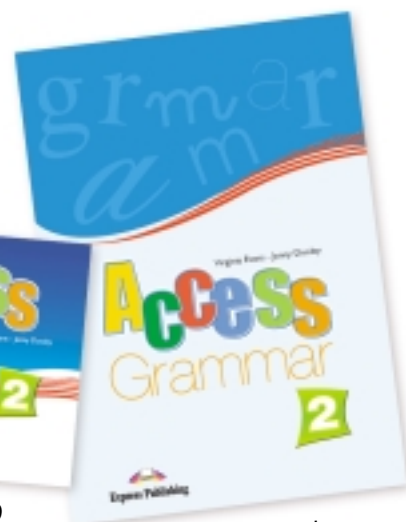
Student's Book



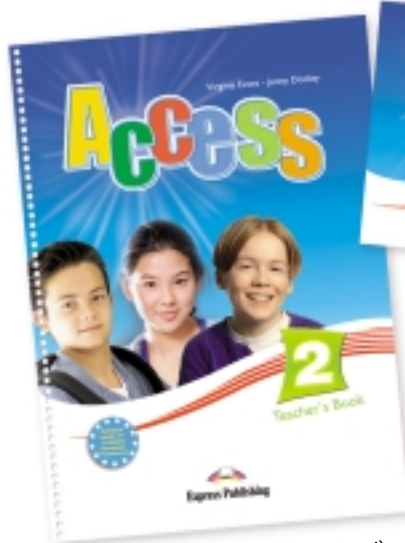
Workbook



Student's CD



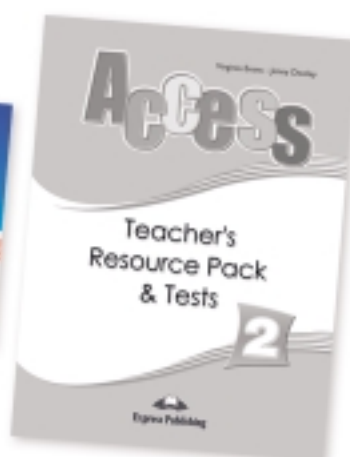
Grammar Book



Teacher's Book (interleaved)



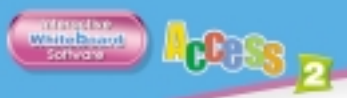
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