Interactive Whiteboard Software

Minimum System Requirements

- Windows XP/Vista/7 Operating System
- Pentium®4 2,4GHz CPU
- 512 MB RAM
- 128 MB RAM graphics card
- QuickTime Player 6 or later
- DVD-ROM drive
- 16-bit sound card

- Mac OS X v10.5
- G4 @ 800 MHz CPU
- 512 MB RAM
- 128 MB RAM Graphics Card
- DVD-ROM drive
- 16-bit sound card

Spark 4

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TEACHER'S GUIDE

Express Publishing

A user-friendly Teacher's Guide on how to use the Spark 4 Interactive Whiteboard Software with Spark 4 course.

Here are some suggestions on how to approach each **section/activity** type encountered within the *Spark* 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 …*, *Match the adjectives to the pictures*, etc can be done first in the Student's Book and then checked using the IWB software by clicking 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 or in case students have difficulty doing the activity themselves and need some help, teachers can press the audio button (🎧)for the students to listen to a model answer and then try to answer it themselves.

Reading tasks

Reading tasks are to be done using the Student's Book. The IWB software can be used for listening or reading and listening in karaoke mode to the text 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. 32.*), 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. 34.*), in order for the students to provide questions to statements.

First have students offer their own explanations of the words in context and then the teacher reveals the definitions on the IWB software by clicking them.

In cases where the students are unable to offer a definition, the teacher reveals the definition to begin with by clicking the words 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 the audio player/symbol.

THINK!

These activities are either *writing* or *speaking tasks*.

In the first case the students should complete the task in their books/notebooks 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 p. 39.*)

As an extension, the teacher can ask 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. 32.*) to open a blank page and present the grammatical structure through his/her own examples.
- Alternatively, 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 (see *Fig 14 p. 8*).

- For a more stimulating, student-friendly explanation of the grammar structure, the teacher can click the existing *owl symbol* 🦉 and present the **GRAMMAR** with the aid of audio visual illustrated prompts (see *Fig 15 p. 8*).

❏ Listening

All *listening activities* should be done in the following way: 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 through 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 tapescript. 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.

❏ Pronunciation

The teacher plays the audio through the IWB software and the students complete the exercises in the Student's Books. Then the teacher confirms the students' answers and provides feedback through 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 a suggested model. The teacher, or a student, reads through the model. (The model can be enlarged using the magnifier by clicking 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 suggested model on the IWB. He/She can underline, hide, highlight, etc key phrases on the board in order to provide the students with a plan 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 and development of their research skills. 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 suggested 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 Books. On completion, the teacher checks their answers with the use of the 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.

FUN TIME, SELF CHECK, LANGUAGE REVIEW, WORKBOOK, VOCABULARY BANK AND GRAMMAR BANK

The students complete the tasks in the Student's Books. Then the teacher checks their answers through the IWB software.

WORD FORMATION FURTHER PRACTICE

This section provides additional exercises to help students further practise key word derivatives.

GAMES

Apart from the module games, the IWB software offers the opportunity to revise the vocabulary and grammar structures of each module, as well as the cross-cultural and cross-curricular information of the modules through extra interactive board games. We suggest playing these board games after the completion of the respective module in the book as a revision activity.

QUIZZES

This section includes one quiz per module and can be played only through the IWB software. The teacher assigns two teams and the class plays the game together following the instructions. We suggest playing the quiz after the completion of each module as a revision activity.

SPARK VIDEO DOCUMENTARIES

This section includes realistic videos related to the theme of each module with follow-up questions to develop students' comprehension skills.

READER VIDEO

The *Reader* section includes a bonus reader animation for students to watch in class. The tasks included in this section can be completed only through the IWB software after the completion of each episode.

READER E-BOOK

The IWB software includes the reader in a flip-book format and has a karaoke application, that allows students to listen and read at the same time.

WORD LIST

The IWB software also offers this extra audio dictionary to use in class and practise/revise vocabulary and pronunciation with students.

How to approach a module using the IWB software.

Below, teachers can find a detailed guide for a selected module from Spark 4.

SPARK 4
MODULE 2

Module presentation page (p. 21)

- **What's in this Module?** The teacher goes through the topic lists and elicits/presents what each one is about, stimulating a discussion through the IWB software to prompt students interest in the module.

- **Find the page numbers for …:** The students work with the Student's Book and then the teacher checks their answers through the IWB software.

Ex. 1 (p. 21) *(Student's Books closed.)* 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 teacher elicits the L1 equivalents from various students. The teacher reads out the adjectives, directs students' attention to the pictures and gives students time to match the adjectives to the pictures and make sentences. Then, the teacher checks the answers through the IWB software. **GAME:** There is an extra game to be played here which consolidates the vocabulary in a fun way. It should be done through the IWB software. The students play the game in teams, taking turns to solve the crossword.

Ex. 2 (p. 21) *(Student's Books open.)* The teacher explains the task and provides students with examples using the IWB software. The students complete the exercise in their Student's Books or notebooks. Then, they report back and the teacher checks their answers.

Unit 2a

Ex. 1 (p. 22) *(Student's Books open.)* The teacher directs students' attention to the pictures and reads out the descriptions. He/She explains/elicits the meanings of any unknown words and then elicits which creature matches which description. The teacher provides additional support/suggested answers using the IWB software. Then the students describe the creatures on their own. The teacher can play the model answers on the IWB, to help students, before giving them time to do it on their own.

Ex. 2 (p. 22) *(Student's Books open.)* The first part of this exercise should be done using the IWB software. The teacher invites the students to look at the pictures and answer the questions.

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Then, the teacher plays the audio for a model answer. After that, the students read the text in their Student's Books while listening to the audio through the IWB. The audio is in karaoke mode.

Ex. 3a (p. 22) *(Student's Books open.)* The teacher refers students to the *Check these words* box and elicits the meanings of the words from various students. The teacher reveals the definitions on the IWB software. After that, the students answer the questions in their Student's Books, underlining in the text where the justification for their answer is. Then, the teacher checks their answers using the IWB software, where the justification of their answer is underlined in blue colour.

Ex. 3b (p. 23) *(Student's Books open.)* The teacher refers students to the *Check these words* box and explains/elicits the meanings of the words or asks students to use their dictionaries and look them up. The teacher then elicits the synonyms from students around the class. The students complete the exercise in their Student's Books. Then, the teacher checks their answers using the IWB software.

Ex. 4 (p. 23) *(Student's Books open.)* The teacher asks students to use their dictionaries and look up the meanings of the verbs in the list. The teacher may use the **HELP** button on the IWB. The students complete the exercise in their Student's Books. Then, the teacher checks their answers using the IWB software.

Ex. 5 (p. 23) *(Student's Books open.)* The teacher explains the task and gives students time to complete it. Then, the teacher checks their answers using the IWB software. The teacher can then ask students to produce their own sentences using the vocabulary of the exercise or alternatively assign this part as homework and check it orally next time.

Ex. 6 (p. 23) *(Student's Books open.)* The teacher explains the task and gives students time to complete it. The teacher may use the **HELP** button on the IWB. Then, the teacher checks their answers using the IWB software.

Ex. 7 (p. 23) *(Student's Books open.)* The teacher reads the theory box aloud and explains the task. The teacher gives students time to complete the tasks and then checks their answers using the IWB software. The teacher can also press the (?) button and show all the words derived from the given word in the exercise.

Ex. 8 (p. 23) *(Student's Books open.)* The teacher gives students time to read the texts again and make notes under the headings. Then, the teacher asks various students to use their notes to present the creatures to the class. The teacher can provide additional suggestions through the IWB software. In case students need help to complete the task, suggested answers may be heard first, through the IWB software, and then the teacher can give time to the students to prepare and produce their own answers.

Ex. 9 (p. 23) *(Student's Books open.)* The teacher asks various students around the class to complete the task. Then, he/she gives students three minutes to write their sentences. The teacher can ask various students to read their sentences to the class. Additional suggestions can be provided through the IWB software.

Ex. 10 (p. 23) *(Student's Books closed.)* The teacher explains the task and displays the quotation using the IWB software. Then, if there is internet access in the classroom the teacher can click the (🌐) button and type in a website to practise research skills with the students in class.

Alternatively, the teacher can press the (?) button and analyse a model answer to the task in class. He/She can also click the (🔁) button and go through the model answer in the form of an exercise so as to help students deal with the task more easily in class or at home (this button is also active in the ieBook). Then, he/she allows time for students to complete the task in class or assigns it as homework.

Note: Upon completion of the exercise, the teacher can click the (🎬) button and students can watch a documentary related to the topic of the lesson. After showing the video in class the teacher can press the (Questions) button for an exercise related to what the students have watched in class or assign it as homework, as this is also active in the ieBook. Finally, the teacher can stimulate discussion related to the theme of the video by pressing the (Think!) button having students and answer the questions in class.

Unit 2b

Note: <u>General guidance on how to present the grammar theory through the IWB software.</u> In every b unit in the Spark series, teachers are required to teach various grammatical phenomena. To assist this process, the IWB software has two buttons: the (📖) button and the (🦉) button. By clicking the (📖) button the teacher can present the grammar theory through the corresponding page of the grammar book that accompanies the Student's Book. This way he/she can present/elicit key points of the theory through the pictures and the examples that are given.

By clicking the (🦉) button the teacher can present key points of the theory through visual prompts and examples that accompany them. Students can read or listen to the example and be exposed to grammar in a more fun way. The visual prompts can also be used for drilling purposes.

Ex. 1 (p. 24) *(Student's Books closed.)* The teacher reads out the sentences one at a time and elicits the verb tenses (past simple and past continuous) for the underlined words in each sentence. The teacher then elicits the negative and interrogative forms of the two tenses. The teacher then goes through the uses a-f and elicits the matching tenses. Then, the students find examples in the text using their Student's Books and the teacher checks their answers using the IWB software.

Ex. 2 (p. 24) *(Student's Books open.)* The students complete the exercise in their Student's Books. Then, the teacher checks their answers using the IWB software.

Note: Upon completion of the exercise the teacher can click the (GAME) button and revise/ practise the theory taught in a fun way.

After that, should the teacher wish to consolidate the theory further, he/she can click the (Over to you!) button and do an activity based on the theory, practising it through personalisation techniques.

Ex. 3 (p. 24) *(Student's Books closed.)* The teacher reads out the theory box and the examples and elicits further examples from students around the class. Alternatively, the teacher can click the (📖) or (🦉) buttons and present the theory as indicated in the **Note** above. The teacher then explains the task and reads out the example. The teacher should give students time to use the remaining prompts to write sentences and then check the students' answers using the IWB software.

Ex. 4 (p. 24) *(Student's Books closed.)* The teacher refers the students to the theory box on the IWB software. He/She reads the table along with the students and explains the theory, eliciting examples from various students around the class. Alternatively, the teacher can click the (📖) or (🦉) buttons and present the theory as indicated in the **Note** in Ex. 2.

Teachers should then click the **SHOW TEXT** button and ask students to find examples in the text.

Ex. 5 (p. 25) *(Student's Books open.)* The students complete the exercise in their Student's Books. Then, the teacher checks their answers through the IWB software.

Ex. 6 (p. 25) *(Student's Books open.)* The students complete the exercise in their Student's Books. Then, the teacher checks their answers through the IWB software.

Ex. 7 (p. 25) *(Student's Books closed.)* The teacher explains the task and reads out the phrases and the example. The teacher should then give students time to complete the task and check the students' answers through the IWB software.

Ex. 8 (p. 25) *(Student's Books closed.)* The teacher elicits from the students ways we use the two tenses (present perfect simple and continuous) and gives students time to do the task in their books. The teacher then checks the students' answers.

Ex. 9 (p. 25) *(Student's Books closed.)* The teacher refers the students to the theory box on the IWB software. He/She reads the table along with the students and checks students' understanding. Alternatively, the teacher can click the (📖) or (🦉) buttons and present the theory as indicated in the **Note** in Ex. 2.

Ex. 10 (p. 25) *(Student's Books open.)* The students complete the exercise in their Student's Books. Then, the teacher checks their answers using the IWB software. Teachers should then click the (📖) and (🦉) buttons (see **Note** in Ex. 2).

Unit 2c

Ex. 1 (p. 26) *(Student's Books open.)* The teacher refers students to the dictionary entry on the IWB and elicits from the students personal examples of coincidences. Alternatively, the teacher can play the audio for the students to listen to an example and then ask them to produce their own.

Ex. 2 (p. 26) *(Student's Books open.)* The students read out the words in the list. The teacher directs the students attention to the people in the pictures then elicits guesses as to how the words may be related to the people. Then, students listen to the audio through the IWB and read the text to see if their guesses were correct.

Ex. 3 (p. 26) *(Student's Books closed.)* The teacher explains the task and reads the sentences aloud. The teacher then gives the students time to read the text again and complete the task. The teacher checks the students' answers always clicking the (❓) that appears next to the correct answer so as to indicate the justification for the answer on the text.

Note: Refer students to the *Check these words* box and explain/elicit the meanings of the words or ask students to use their dictionaries and look them up.

Ex. 3b (p. 27) *(Student's Books closed.)* The teacher explains the ***Study Skills*** box and gives students time to complete it. It should be pointed out that they can find the phrases in the text. The teacher checks the students' answers through the IWB software. Then, once the students have completed the ***Study Skills*** box, they can do Ex. 3b and complete the sentences. The teacher should then ask various students around the class to read their completed sentences aloud.

Ex. 4 (p. 27) *(Student's Books closed.)* The teacher reads the rubric aloud and gives the students time to read through the texts again. In 3 minutes the students should write a few sentences expressing their own opinion. The teacher should then ask various students from the class to read their sentences out loud.

Ex. 5 (p. 27) *(Student's Books closed.)* The teacher explains the task and gives students time to complete it. The teacher checks the students' answers and elicits meanings from the students. Alternatively, the teacher can click the (🔵) button and present the meanings of the phrasal verbs. Then the students should create sentences with the other option.

Ex. 6 (p. 27) *(Student's Books closed.)* The teacher explains the task and gives students time to complete it, then checks the answers through the IWB software.

Ex. 7 (p. 27) *(Student's Books closed.)* The teacher explains the task and asks students to read the sentences. The teacher then plays the audio on the IWB software and the students listen and complete the task. The teacher checks the students' answers. Should the teacher wish to analyse the task further, he/she can click the (🔵) button and go through the script with the students, pointing out useful vocabulary or structures or providing justifications for the answers.

Ex. 8 (p. 27) *(Student's Books closed.)* The teacher explains the task and asks students to write down the words in the rubric. The teacher plays the audio provided in the IWB software and asks the students to make notes. The students are then given time to write a short paragraph about the coincidence they heard about and various students from the class then read their sentences out loud. Otherwise, this task can be assigned as homework. To further assist the students, the teacher can click the (❓) button and provide them with a model answer or click the (🔵) button and do the exercise in class. He/She can then advise the students to do the same at home through the ieBook, before writing their own paragraph, so as to have a model to base their answer on.

Note: Upon completion of the exercise, the teacher can click the (🔵) button and students can watch a documentary related to the topic of the lesson. After showing the video in class the teacher can press the (Questions) button for an exercise related to what the students have watched in class or assign it as homework, as this is also active in the ieBook. Finally, the teacher can stimulate discussion related to the theme of the video by pressing the (Think!) button and having students answer the questions in class.

Unit 2d

Ex. 1 (p. 28) *(Student's Books open.)* The teacher plays the audio on the IWB software and the students repeat chorally and/or individually. The teacher focuses students' attention on the stressed words and checks students' pronunciation and intonation.

Ex. 2 (p. 28) *(Student's Books open.)* The teacher refers the students to the exercise on the IWB software. He/She asks the students to read the sentences 1-3, then plays the recording for students to listen and complete. The teacher checks the answers. Then, the students read the dialogue in their Student's Books while listening to the audio through the IWB software.

Ex. 3 (p. 28) *(Student's Books closed.)* The students complete the exercise in their Student's Books. Then, the teacher checks their answers using the IWB software.

Ex. 4 (p. 28) *(Student's Books closed.)* The students read the dialogue in their Student's Books while listening to the audio through the IWB software. Then, they read the dialogue aloud from their Student's Books.

Ex. 5 (p. 28) *(Student's Books closed.)* The teacher reads the definition of homophones and explains the task. The students complete the task in their Student's Books and the teacher checks their answers. The teacher then plays the audio through the IWB with pauses so students may repeat chorally or individually and give meanings to the words.

Ex. 6 (p. 28) *(Student's Books open.)* The students complete the exercise in pairs using language from their book. The teacher monitors the activity and asks various pairs to read their dialogues out loud. To help students complete the task, the teacher can click the (SHOW HELP) button and show the set phrases that can be used to create the dialogue. Additionally, he/she can click the (?) button and guide the students through the diagram so as to be able to actually recreate their own dialogue and not just read what is already printed on the book. This hands-on approach leads to better understanding and learning of the situational language used in the dialogue.

Note: Upon completion of the exercise, the teacher can click the (🖨) button and students can watch a documentary related to the topic of the lesson. After showing the video in class the teacher can press the (Questions) button for an exercise related to what the students have watched in class or assign it as homework, as this is also active in the ieBook. Finally, the teacher can stimulate discussion related to the theme of the video by pressing the (Think!) button and having students answer the questions in class.

Unit **2e**

Ex. 1 (p. 29) *(Student's Books closed.)* The teacher draws students' attention to the title of the **Culture Corner** and elicits ideas from various students around the class about what a dragon is. Then he/she goes through the list of adjectives and asks various students to use 3 of them to describe a dragon. To facilitate the process, the teacher can click the (SHOW HELP) button and show the students the meanings of the adjectives. Alternatively, the teacher can click the (?) button to provide the students with an example before they do the task.

Ex. 2 (p. 29) *(Student's Books open.)* The students read the statements 1-6 and then listen to and read the text to complete the task. The teacher checks the answers, always clicking the (?) button to show the justification for the answer. Then, the teacher refers students to the *Check these words* box and elicits the meanings of the words from various students. The teacher reveals the definitions using the IWB software.

Ex. 3 (p. 29) *(Student's Books closed.)* The teacher explains the task and gives students time to complete it. Then, he/she checks the answers through the IWB software.

Ex. 4 (p. 29) *(Student's Books open.)* The teacher refers the students to the exercise on the IWB and elicits ideas and suggestions from various students around the class, providing additional support through the IWB software. During this stage, the students can keep notes to help them prepare their speech. Then, the teacher clicks on the button to reveal the model and provide further assistance/guidance to students.

Project (p. 29) *(Student's Books open.)* The teacher initiates a class discussion about mythical creatures from the students' country and encourages students to tell the class about any that they know of. Then, the teacher clicks the (⚬) button and students can read and listen to a model answer after doing the exercise. The teacher can assign the project for homework and the students can click the (⚬) button in the ieBook to help them prepare for it.

Unit 2f

Ex. 1 (p. 30) *(Student's Books closed.)* The teacher elicits what, if anything, students know about Sir Arthur Conan Doyle and the types of books he wrote. After that, the students read the text in their Student's Books while listening to the audio through the IWB. The audio is in karaoke mode.

Ex. 2 (p. 30) *(Student's Books closed.)* The students are asked to read the sentence stems in their books and the three possible endings for each one. The teacher allows students time to read the text and choose the correct answers. Then, he/she checks the students' answers, always clicking the (?) button to show the justification for the answer. The teacher should also refer students to the *Check these words* box and elicit the meanings of the words from various students. The teacher reveals the definitions using the IWB software.

Ex. 3 (p. 30) *(Student's Books closed.)* The audio on the IWB software is played. The teacher then initiates a class discussion based on the text/audio. All students in the class should be encouraged to express their own personal opinions. A class discussion based on the possibility of the existence of prehistoric creatures today should follow. The teacher can also click the (?) button to offer support/suggestions to facilitate the discussion.

Ex. 4 (p. 30) *(Student's Books open.)* The teacher explains the task and clicking the (🌐) button on the toolbar uses the search items given to show students how to develop their research skills. If there is no Internet connection in class, the teacher encourages the students to do the research at home through the Internet or using an encyclopaedia. Then he/she clicks the (?) button to read a model answer or the (⚬) button to practise with the model answer. The teacher can assign the task as homework.

Unit 2g

Ex. 1 (p. 31) *(Student's Books closed.)* The teacher directs students to the writing *Tip* box and discusses it with students. Students are then given time to read the story and the teacher elicits which paragraph matches which function and writes the students' answers on the board.

Ex. 2 (p. 31) *(Student's Books closed.)* The teacher elicits a variety of time linkers and writes them on the board. Then, the students are asked to find a variety of time linkers in the text and the teacher should check their answers. The teacher refers students to the *Check these words* box and elicits the meanings of the words from various students. He/she reveals the definitions using the IWB software.

Ex. 3 (p. 31) *(Student's Books closed.)* The teacher explains the task and allows the students some time to work in pairs. He/she then checks the students' answers through the IWB and elicits the opposites.

Ex. 4 (p. 31) *(Student's Books closed.)* The teacher explains the task and draws students' attention to the recording. Students listen and make notes. The teacher then elicits answers from various students in the class. He/She can then click the (🗒) button and draw students' attention to vocabulary or grammar structures or justification for the answers.

Ex. 5a (p. 31) *(Student's Books closed.)* The teacher explains the task. Then, he/she clicks the (🔵) button and goes through the phrases. He/she then goes through the plan and the notes and checks understanding. Finally, he/she asks students to write the story in class. Alternatively, he/she can click the (❓) button and ask students to listen to and read a model story. Then, he/she can click the (🔵) button and do the exercise in class so as to practise and provide support to the students before assigning the exercise as homework. To refer to the writing *Tip* box at any time during this exercise he/she can click the (SHOW HELP) button.

Ex. 5b (p. 31) *(Student's Books closed.)* The teacher should explain what mistakes the students should be looking for and they may swap their story with a partner or check their own. The teacher may go around the class and help any student in checking their own stories. If Ex. 5a has been assigned for homework, Ex. 5b should be done next time.

Fun Time 2

Note: This is the section where students consolidate and practise the vocabulary presented in each Module in an entertaining way.

Ex. 1 (p. 32) *(Student's Books open.)* The students complete the task in their Student's Books. Then, the teacher checks their answers using the IWB software.

Ex. 2 (p. 32) *(Student's Books open.)* The teacher explains the task on the IWB software. He/She allows the students some time to complete the quiz and then confirms their answers using the IWB software, asking the students to correct the false statements.

Ex. 3 (p. 32) *(Student's Books closed.)* The teacher explains the task and displays the model through the IWB software. Then, he/she allows time for students to complete the task in pairs in class.

Ex. 4 (p. 32) *(Student's Books open.)* The first part of this exercise should be done through the IWB software. The teacher invites the students to read the words/phrases and answer the question. Alternatively, the teacher provides the suggestions at the onset using the IWB software in order to give the students some ideas to help them carry out the task. Then, the students read the song in their Student's Books while listening to the audio through the IWB software.

Ex. 5 (p. 32) *(Student's Books open.)* The teacher refers the students to the IWB and stimulates a class discussion. Then, he/she allows students time to write their answers. The teacher asks various students around the class to read out their sentences and provides additional support/suggestions using the IWB software.

SPARK 4

Interactive Whiteboard Software

TEACHER'S GUIDE

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