

# Teacher's Guide

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# Learning with #InstaEnglish

#InstaEnglish is a five-level course which contains a wealth of material of genuine interest to teenagers.

Today's classrooms reflect our increasingly international, multicultural and multilingual world. #InstaEnglish explores the wide range of different linguistic capabilities of students starting their secondary education, as well as their varied levels of experience and cultural awareness.

## What does #InstaEnglish offer?

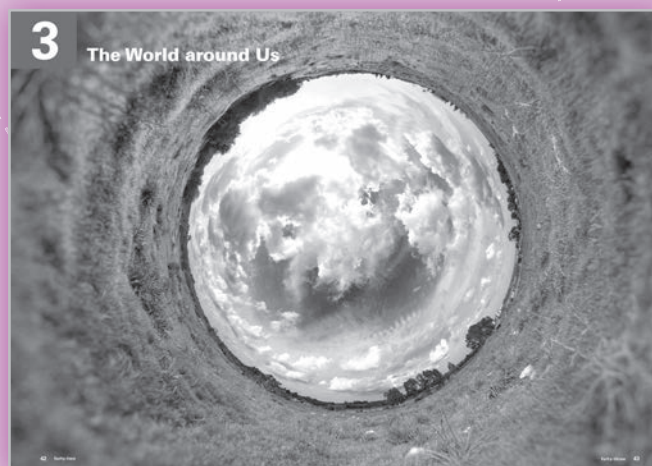
### Graded Language

#InstaEnglish aims to teach students how to communicate effectively in English and we ensure that the presentation of language is always clear and is practiced thoroughly.

- Scope and sequence is carefully designed to comply with national learning standards and major international educational councils' recommendations.
- Units are clearly structured and easy to follow.
- The introduction of new grammar and vocabulary is carefully graded and all four skills are covered throughout each level.

### Mixed Ability

- Students begin their studies with different levels of language, so we provide **placement tests** to be used before the course starts to help the teacher assess individual student needs.
- The **Progress Check** at the end of each unit helps students identify what they know or what they need to study more.
- The **Grammar Guide** and **Vocabulary in Pictures** sections provide a summary of work covered.
- In the **Workbook** there is a wide range of practice activities at different levels.
- In the notes for each lesson in the **Teacher's Guide** there are many suggestions for warm-ups, extra activities, fast-finisher tasks and extra homework ideas to ensure that students with different needs are catered for, and it is easy for teachers to tailor this material to mixed-ability classes.
- Assessment also takes mixed ability into consideration, with **tests** at three levels (**basic**, **standard** and **extra**). The tests and extra activities available with the **Teacher's Presentation Kit** mean that exams can be adapted specifically to the needs of each class.



# Reading Comprehension

Despite the ever-growing possibilities, due to digital media, of access to audio and audiovisual texts in virtually all languages, learning a second language outside its native countries still means that reading is the main contact a student will have with the language.

Besides, reading comprehension in varied levels (from general comprehension to understanding a text's deep social background) is a key ability in the development of students' skills of communication and social construction of knowledge in today's multicultural world.

#InstaEnglish provides contextualized and meaningful reading activities, organized into pre-reading, reading and post-reading, along with several **Reading Strategies** boxes to encourage students to be conscious of their learning process and become autonomous readers.

Here are the main reading strategies covered in the series, some of them featured in **Reading Strategies** boxes:

- **skimming:** reading for the gist or for general meaning is one of the most used strategies to answer general comprehension questions or to get a quick idea of what a text is about.
- **scanning:** looking for specific information, as in scanning the text with our eyes to identify its words and find something particular that we need in the text.
- **guessing meaning in context:** especially important to non-native speakers of a language, this strategy helps readers figure out unknown words that may be key to understanding a text.
- **making predictions:** this strategy paves the way for the reader to receive and recognize information according to the previously identified topic and / or text genre.
- **identifying transparent words:** this helps students make connections between familiar words in L1 and the general context of the text, making them more comfortable in understanding the text as a whole.
- **identifying false friends:** it works on the same premises as the previous strategy, but it includes making sure that these similar words in their L1 are not false cognates, according to context, to make sure that one doesn't read the text quickly and misunderstand it due to these words.
- **assessing prior knowledge:** this strategy empowers students as they realize they can rely on their own experience to understand texts in a second language.
- **identifying text genres:** can help the reader predict content, besides giving more clues to a text's context of production and reception.
- **using grammar:** grammar knowledge can be assessed in order to understand text excerpts that seem difficult at a first glance. This can be done, for instance by identifying each word's syntax function in a sentence or, on a word level, recognizing suffixes or prefixes to infer word meaning.

# Intercultural Dimension

#InstaEnglish aims to encourage students to learn about the world around them with all the variety of contexts for communication it offers and its variety of cultures.

Identifying themselves as world citizens that are also agents in cultural interconnection and formation allows students to navigate freely both in the boundless digital environment and also in the context of actually traveling through different countries or localities.

- Texts and situations based on real contexts with specific cultural references serve as a base for students to develop cultural literacy.
- A **Culture** section in each unit highlights an aspect of life in different countries around the world, most of them being English-speaking.

**UNIT 4**

**VOCABULARY 2**

**Feelings**

1 Listen and repeat the words in the box. Then match them to pictures 1-6. Cross out the ones that are not illustrated.

angry, excited, pleased, surprised, bored, jealous, tired, nervous, embarrassed, nervous, scared, worried

2 Answer the questions so they are true for you. Use words from activity 1.

How do you feel...?

a ... before an important exam?

b ... when you see an enormous spider?

c ... after a long day at school?

d ... when you don't pass an exam?

**READING 2**

1 Skim the text and answer: what does this article describe?

a the adventures of a traveler in the African jungle.

b the day-to-day of a traveler visiting an African tribe.

2 Read and listen. Check your answers.

**Life with the Tribe**

Are you bored by daily life? Do you want to spend a month in isolation with a tribe in the African savannah or on an island in the Pacific Ocean? That's the idea of a new holiday in the world: the tribe. You'll have to live with a tribe in the wild for a month. You'll have to eat, sleep, and live like the tribe members. Life won't be boring.

**Excluded Tribe**

Ray Three (tribe) Johnson is adapting to his new life in the savannah. In the US, he usually gets up at 7:30am, and he goes to work by bus. This month, however, he's getting up when the sun rises at dawn and he's looking after the tribe's animals. He's making lunch for the whole tribe. Johnson is having new skills. His children are building a house in the trees.

Ray Three (tribe) Johnson is taking in the clear water. He is really excited because he never drinks anything in the river. He normally feels nervous in a boat or near the sea, but today he's feeling fine. The family is really proud with the new life, and they're excited about their adventure.

3 Read the text again. Then write T for true or F for false.

a Life with the Tribe is a comedy show.

b Joshua's getting up at the same time as usual.

c He's making lunch for his family.

d His children are bored because they're doing nothing.

e Joshua doesn't usually like the sea.

f The family are feeling excited about the experience.

**UNIT 5**

**GRAMMAR 2**

**Simple Present and Present Progressive**

simple present

Where does she usually work?  
She always works from home.

present progressive

What are they doing in Africa?  
They're living with a tribe.

1 Look at the sentences in the chart and underline the correct words to complete the rules.

a We use the simple present to talk about activities in progress / habits.

b We use the present progressive to talk about activities in progress / habits.

2 Complete the chart below with the time expressions in the box.

always at the moment every weekend once a week this week today usually

simple present: always, every weekend, once a week, usually

present progressive: at the moment, this week, today

**PRONUNCIATION**

/ə/

1 Listen and repeat.

school, sleep, sports, swim

2 Listen to the sentences and repeat.

a We sometimes sleep outdoors.

b She swims at the sports club after school.

3 Underline the correct words.

Channel 5 gam - 1 Life Swap

Liam and Liz are teenagers.

a ... but they usually do / are doing completely different things.

b Liam is sporty. He always plays / is never playing tennis.

c Liz is very different. She sleeps / is sleeping in the room since a week.

d This week, they swap / are swapping roles, families and friends.

e Liam stays / is staying with Liz's family at the moment and Liam's parents look after / are looking after Liz.

4 Write complete questions. Use the simple present or present progressive.

a What sports / do / play / today?

b How often / you / sleep outdoors?

c How often / you / swim / this week?

5 INTERFACE Work in pairs. Ask and answer the questions in activity 4.

What sports are you playing today?

Today I'm playing soccer. How about you?

GRAMMAR GUIDE page 134

**UNIT 2**

**CULTURE**

**Holy Animals of India**

It may sound strange to Western civilization, but in India animals are considered sacred. This sacred status strongly influences the beliefs of animals, especially those related to its Indian mythology and ancient Indian culture.

**The Cow**

The cow is the holiest animal in India. It's treated as a god who has taken the form of an animal. It's the gift to the people. For that reason, slaughtering is banned all over the country in Hinduism. Studies have shown that ancient Indians ate beef in ancient times. It was a myth, composed between 500 BC and 400 BC, that led to the transition to not eating cows.

**The Elephant**

The elephant is a part of Hindu culture. It is the god deity of success and education. In the past it was used as an instrument of war. Nowadays, during festival occasions it is decorated and worshipped.

**The Monkey**

The monkey is considered to be a deity of power and strength. The biggest monkey called Langoor or Hanuman lives in the most sacred in India.

**The Snake**

Several old cultures worship serpents. The Indian culture is the most sacred snake in India and is worshiped by Hindus. Snake charmers are followers of Lord Shiva, the Hindu god who wears a king cobra around his neck.

**The Royal Bengal Tiger**

The Royal Bengal Tiger is the national symbol of India. It is a symbol of strength and glory. It is not only a sacred animal, but also the national symbol of India, because it was the tiger because they are abundant.

1 Read and listen to the text. Then write the animal the information below refers to.

a ... is the national symbol of India.

b ... its meat cannot be eaten.

c ... is worshiped by Hindus and the Hindu god, Lord Shiva, wears one around his neck.

d ... is the god of success and education.

e ... is the god of power and strength.

f ... It was used as an instrument of war.

g ... Indian people are its most in ancient times.

2 Different animals mean different things in countries all over the world. Are any animals worshipped in your country?

3 How are animals (wild / farm / pets) treated in your country?

## Content and Language Integrated Learning (CLIL)

Despite language learning being an intrinsically multidisciplinary task, due to the fact that students don't only focus on language itself but in language as it occurs in all areas of knowledge, **#InstaEnglish** provides an extra step towards bridging the gap between different subjects.

- A **CLIL** reading and listening text every two units provides a way of motivating students and helping them develop other areas of interest.
- This also enables teachers to periodically change the focus of their lessons from learning English to learning about other subject areas through English.

## Life Skills: Competencies for Life

Language learning has gone through a lot of changes recently, especially since the establishment of a digital culture in all spheres of everyday life.

In this sense, life skills in education is vital to help the learner see himself as an individual of value and dignity who is capable of contributing towards the construction of a more equal society.

Helping learners gain life skills in language teaching means organizing content in a way that students have the opportunity to face challenges, make decisions, solve problems and communicate effectively with others.

The **Life Skills** section aims at tying language work to the development of competences for life, helping students activate language in a way that they become aware of the world around them and feel prepared for the constant global changes and how to deal with them.

## The Common European Framework of Reference (CEFR) for Language Learning

The Common European Framework of Reference (CEFR) is a standard created by the Council of Europe that is widely used worldwide, including Latin America, Asia, Africa and the Middle East.

In the classroom, familiarity with the CEFR can be of great help to any teacher in identifying students' actual progress and helping them to set their learning priorities.

Teachers and students can analyze the description of CEFR levels at any point to get a general picture of their own individual progress. This is important, as no two language learners progress in the same way.

**#InstaEnglish** course covers four levels of the CEFR scale, indicated on the back cover of each Student's and Teacher's Book:

Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	<b>#InstaEnglish 4</b>
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.	<b>#InstaEnglish 3</b> <b>#InstaEnglish 2</b>
Basic user	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.	<b>#InstaEnglish 1</b>
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.	<b>#InstaEnglish Starter</b>

Available at: <[www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale](http://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale)>. Accessed on Sep. 9th, 2019.



# #InstaEnglish Components

## Digital Book

#InstaEnglish offers flexible learning by providing language and content with a complete range of components and use of up-to-date technology.

Students live in a world where information technology and communication mean that the way in which people communicate is changing rapidly.

While this course is based on traditional print components, we have also reflected this shift in the use of technology by offering content through digital versions of the Student's Book for the students and Interactive Whiteboard (IWB) software for the teacher.

- The **Digital Student's Book** (DSB) offers all learning content of the print textbook with multimedia functions.
- Audio tracks are embedded in the DSB.
- Interactive activities in every unit for students to take control of their learning and for teachers to keep track of their performance through a Learning Management System (LMS).
- In levels **Starter, 1** and **2**, every unit contains 8 interactive activities – 4 vocabulary and 4 grammar activities; in levels **3** and **4**, students deepen their use of reading strategies with the offer of 4 reading activities per unit, along with 2 vocabulary and 2 grammar activities.
- Available 24/7, students can practice when and wherever is convenient for them with LMS. All that is required is a computer with internet access and a web browser.

## Teacher's Book

- Full version of Student's Book with all answers to activities.
- Teacher's Guide with notes and suggestions for all units.
- Unit objectives clearly highlighted at the beginning of each unit.
- Clear teaching notes with lots of extra teaching tips and ideas.
- Clear lesson aims included at the beginning of each lesson.
- Warm-up activities, ideas for fast finishers and cultural notes.
- Class Audio CDs.

## Class Audio CDs

The Class Audio CDs contain recordings of the:

- **Vocabulary** sets;
- **Pronunciation** activities;
- **Reading, Culture** and **CLIL** texts;
- **Listening** activities;
- **Speaking** dialogues.

## Teacher's Presentation Kit

An interactive whiteboard version of the Student's Book. It includes:

- the class audios;
- interactive whiteboard tools;
- the option to reveal Student's Book answers;
- extra resources for teachers, including tests and extra activities.

# Starter

(page 8)

**Lesson Aims:** Students review and practice some of the grammar and vocabulary that they already know and learned in the previous year, but may have forgotten. The Starter unit will give the teacher a chance to assess the students' level.

## Warm Up

Review the alphabet by playing hangman using vocabulary of things you can see in the classroom, e.g., *window, whiteboard, poster, desk*, etc. When the class have guessed the first two or three words, ask individual students to come to the board and lead the game.

## Jobs and Life Events

1

- Students look at the picture and identify the names of the teenagers. Remind them that it is more informal and friendlier to say *Hi* and *I'm [name]* than *Hello* and *My name's ...*
- Students read the sentences and complete them with the words in the box.
- They check answers with a partner first.

## Extra Activity

Students write out all the information they learned about their classmates and use the paragraphs to make a class poster. Ask students to bring in a picture of themselves or to draw a picture / caricature of themselves to add to the paragraph about them. Use the poster as a wall display.

2  2

- Play the track so that students can confirm their answers to activity 1.
- Ask students which of the described teenagers they identify the most with.

## Clothes and Accessories

3

- Students unscramble the letters to make words for clothes and accessories.

4  3

- Students listen to the track and check answers to activity 3.
- Play the track again and ask students to repeat the words to practice pronunciation.

## Prepositions

5

- In pairs, students read the words in the box and write their numbers in the boxes next to the corresponding picture.

6  4

- Students listen to the track and check answers to activity 5.
- Play the track again and ask students to repeat the words to practice pronunciation.

## Extra Activity

Ask some students to mime the prepositions without using any objects, using only gestures, and have the class guess.

## *make and do*

7

- Ask students if they remember when to use *make* and *do*.
- Individually, students read the sentences and choose the correct answers.

8  5

- Students listen to the track and confirm the answers to activity 7.
- Clarify any questions.

## *should / shouldn't*

9

- Students complete the sentences with *should* or *shouldn't* according to the context.
- Check answers as a class.

10  6

- Students listen to the track and confirm answers to activity 9.

## *will and be going to*

11

- Students complete the sentences with *will* or *be going to* according to the context.
- Clarify any questions on the differences between these two ways of expressing future actions.

**12**  7

- Students listen to the track and confirm answers to activity 11.

**First Conditional****13**

- Ask students if they remember how to form sentences in the first conditional and clarify any grammar queries.
- Students write sentences with the prompts and check answers in pairs at first.

**14**  8

- Students listen to the track and confirm answers to activity 13.



**Homework** Workbook pages 144-145

# Unit 1

## Changing Lives

### Unit Objectives

- Understand, memorize and correctly use vocabulary related to life-changing events and to verb + preposition collocations
- Identify general content and extract specific information from a mini biography
- Understand, contrast and correctly use grammar structures related to the past and question forms
- Identify specific information about past habits and past events in a listening activity
- Ask and answer questions about events in students' lives
- Identify specific information in a text about a teenager's new life
- Identify general content from a text about Asian Indian Immigration in the US
- Assimilate the learning tips and study the Vocabulary in Pictures and Grammar Guide from the unit

### Linguistic Contents

#### Main Vocabulary

Life-changing events: *change school, win an award, settle down, etc.*

Verb + preposition: *argue about, participate in, dream about, etc.*

#### Grammar

Present simple

Simple past and *used to*

Subject and object questions

#### Functional Language

Talking about life experiences

#### Pronunciation

Word stress

### Skills

#### Reading

Read a magazine article about Viola Davis's life

Read a short article about a Senegalese teenager's new life in the US

Read a text about Indian immigrants in the US

#### Listening

Listen to a conversation about life-changing events  
Listen to people talking about changes in their lives

#### Speaking

##### Spoken Interaction

Exchange information about life experiences

##### Spoken Production

Talk about life experiences

Prepare and write a dialogue following a model

### Other Areas of Learning

#### Learning Strategies

Reading quickly to get the general idea

Predicting the topic of a text from pictures and the title

#### Socio-cultural Aspects

Thinking about the kind of events that change lives and in what way

Learning about Asian Indian culture in the US

#### Cross-curricular Contents

History: Civil Rights movement

Citizenship: being an immigrant in a new country

#### Values

Reflecting on one's life and important events

Helping others

Using time productively

### Further Materials

#### Digital Student's Book

LMS activities in Vocabulary 1 and 2, Reading 1 and 2 and Grammar 1 and 2 sections

#### Workbook

Extension: Bethany Hamilton, page 152

Vocabulary Plus: College degrees, page 153

#### Recommended Web Links

<[https://en.wikipedia.org/wiki/Viola\\_Davis](https://en.wikipedia.org/wiki/Viola_Davis)>

<[www.beliefnet.com/love-family/parenting/5-tips-to-help-a-teen-handle-the-challenges-of-moving.aspx?p=2](http://www.beliefnet.com/love-family/parenting/5-tips-to-help-a-teen-handle-the-challenges-of-moving.aspx?p=2)>

<[www.migrationpolicy.org/article/indian-immigrants-united-states](http://www.migrationpolicy.org/article/indian-immigrants-united-states)>