

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?

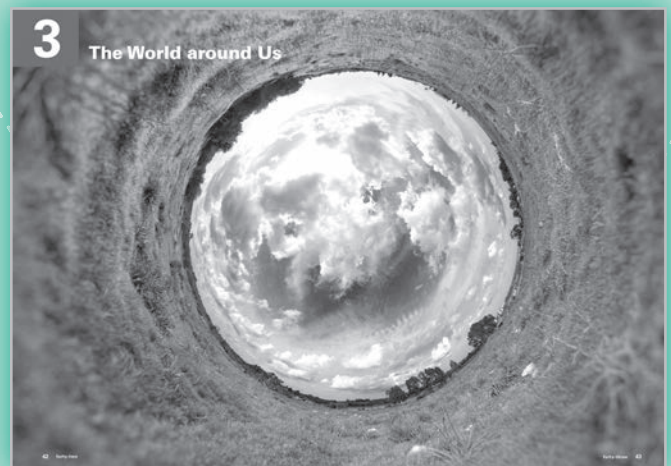
Graded Language

#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, bored, embarrassed, excited, jealous, nervous, pleased, sad, scared, surprised, tired, worried

1. bored 2. scared 3. nervous 4. jealous

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

How do you feel...?

... before an important exam?
 excited sad nervous

a. ... when you see an enormous spider?
 surprised scared nervous

b. ... when your classmate breaks your things?
 angry surprised excited

c. ... after a long day at school?
 tired bored nervous

d. ... when you don't pass an exam?
 sad nervous surprised

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 life of a traveler visiting an African tribe

2. Read and listen. Check your answers.

Life with the Tribe

Are you bored by studying? Do you need to spend a month in isolation with a tribe in the African savannah or an island in the Pacific Ocean? Find out how an adventurous traveler is enjoying life in the wild and how he feels and thinks in this short but very interesting documentary. Life with the Tribe.

Watch This!

Day One
 Jake 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 train. This month, however, he's getting up when the sun has set and he's looking after the tribe's animals. He wears local bush clothes but still has his walking boots for the white safari tent and is wearing his safety harness as he builds a house in the trees.

Day Two
 Jake is taking in the view today. He is really excited because he never experiences nature in the way he normally does. He is in a tent or near the sun, but today he's looking for the tribe's really pleased with their work. He and the tribe are excited about their adventure.

Day Three
 Jake is taking in the view today. He is really excited because he never experiences nature in the way he normally does. He is in a tent or near the sun, but today he's looking for the tribe's really pleased with their work. He and the tribe are excited about their adventure.

Day Four
 Jake is taking in the view today. He is really excited because he never experiences nature in the way he normally does. He is in a tent or near the sun, but today he's looking for the tribe's really pleased with their work. He and the tribe are 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. Jake'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. Jake doesn't usually like the sun.
 f. The family are feeling excited about the experience.

UNIT 5

GRAMMAR 2

Simple Present and Present Progressive

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

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 never now on Mondays once a week this week today usually

simple present present progressive

PRONUNCIATION

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
 spin - 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 sports.
 c. Liz is very different. She sings / is singing in the choir once 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 you / play / do / today?
 b. How often / you / sleep outdoors?
 c. How often / you / swim / this week?
 d. What sports are you playing today?

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

Today I'm playing soccer. How about you?

GRAMMAR GUIDE page 134

UNIT 3

CULTURE

Holy Animals of India

It may sound strange to Western audiences, but in India animals are considered sacred. This article shows some traditions in the diversity of animals, especially those referred to in 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 a gift of the gods to the people. For that reason, slaughtering is banned. All over the country, Hindus studies have shown that ancient Indians ate beef in ancient times. It was a symbol of power and strength. It was used as an instrument of war. During festival seasons it is decorated and worshipped.

The Monkey
 The monkey is considered to be a form of Hanuman - the god of power and strength. The biggest monkey called Langur or Hanuman Langur is the most sacred in India.

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

The Royal Bengal Tiger
 The Royal Bengal Tiger is the national symbol of India. It is not only a sacred animal but also the national symbol of India. It is worshipped because they are afraid of it.

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

a. ... It is the national symbol of India.
 b. ... Its meat cannot be eaten.
 c. ... It is worshiped by Hindus and the Hindu god, Lord Shiva, wears one around his neck.
 d. ... It is the god of success and education.
 e. ... It is the god of power and strength.
 f. ... It was used as an instrument of war.
 g. ... Indian people are its most ancient worshippers.

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.	#InstaEnglish 4
	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.	#InstaEnglish 3 #InstaEnglish 2
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.	#InstaEnglish 1
	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.	#InstaEnglish Starter

Available at: <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.

Introductions

Warm Up

Put students in pairs or groups of three. Tell them they are going to play a game. Ask them to write down the numbers 1-20 in alphabetical order, as quickly as possible. The first pair to finish should put their hands up. Ask the winners to write the correct order on the board and award two points for finishing first, and two points for the correct order.

1

- Ask students to look at the picture and tell you the names of the seven people.
- Check pronunciation: /'ɪzi/, /wɪl/, /lu'iz/, /dʒɔrdʒ/, /dʌg/, /sæm/, /'suzi/.
- Drill the speech bubbles.
- Ask three volunteers to read out the speech bubbles, then ask them to repeat using their own names.
- Students introduce themselves to the two students nearest them.

2  2

- Play the track. Students listen to and read the sentences. They then complete them with the words in the box.
- Play the track again for students to check their answers.
- Check answers with the class.
- Drill the sentences.



Fast finishers write similar sentences about themselves.

Physical Description

3

- Students complete the sentences with the words in the box to describe the teenagers in the picture.

- Students check their answers in pairs.

4  3

- Play the track for students to check their answers to activity 3.
- Read out the Tip box and clarify questions.
- Play the track once more and drill the sentences.

Extra Activity

Play a guessing game with the students. Write on the board the name of 5 movie stars that look very different from each other. Then tell students to ask questions about their physical appearance, such as *Does he or she have brown hair / green eyes / a round face?* You answer the questions having one of the actors in mind, until they guess who he or she is.

School Subjects and Free-time Activities

5  4

- Ask students to read the words in the box.
- Check for understanding.
- Play the track and tell students to write the words in the correct column according to what they hear.
- Allow students to work in pairs if you wish.
- Check answers in pairs, then as a class.

6

- Read out the speech balloons.
- Ask students to partner up and ask each other about favorite subjects and free-time activities.
- Tell students to change partners and tell their new partner about their first partner's preferences.

Places in Town

7  5

- Tell students to quickly look at the picture and the text.
- Ask them what kind of text that is and where that picture is from (*an email, from Paris*).
- Students complete the email with the words in the box.
- Check answers as a class.

Feelings and Opinions

8

- Play hangman using the word *amazing*. Write _____ on the board. Invite students to guess letters and slowly complete the word.
- Ask them if the word refers to a feeling or an opinion (*opinion*).
- Students then look for the other 16 words in the word search.

9  6

- Students listen to the track and check if they have found all the words in the word search.

Extra Activity

Divide the class into two groups. Call out a word from the word search and ask one group at a time if the word refers to a feeling or an opinion and award one point per correct answer. Students must answer quickly but cannot contradict themselves, i.e., each group must give only one answer.

Simple Present: *be* and *have*

10

- Ask students to read the sentences.
- Tell them they are going to use *be* or *have* in the affirmative or negative form to write true sentences.

- Use sentence *a* to elicit example answers from two students. Ask one to use the affirmative form and the other to use the negative form.
- Check that students are familiar with the verb *be* and *have*.
- Students write their sentences.
- Compare in pairs then as a class.

11

- Check that students remember the simple present forms the verb *have* (*have, has*).
- Students choose the correct options to complete the sentences.
- Check answers as a class.

Subject / Object Pronouns and Possessive Adjectives

12  7

- Write the subject pronouns on the board and ask students if they remember the object pronouns and possessive adjectives related to them. Write them on the board as well.
- Students choose the correct options to complete the sentences.
- Check answers as a class.



Homework Workbook pages 144-145.

Unit 1

Free Time

Unit Objectives

- Understand, memorize and correctly use vocabulary related to free-time activities and for describing character
- Identify the general content and extract specific information from a text about teenage pressures
- Understand, contrast and correctly use grammar structures related to the present
- Identify specific information referring to age, frequency, type of sport, etc. through a listening activity
- Ask and answer questions about personal preferences, free-time activities, likes and dislikes
- Identify specific information in a text about celebrity hobbies
- Identify the general content of a text about spare time in Australia
- Assimilate the learning tips and study the Vocabulary in Pictures and Grammar Guide from the unit

Linguistic Contents

Main Vocabulary

Free-time activities: *do volunteer work, relax, play an instrument, etc.*

Character adjectives: *cautious, adventurous, talkative, etc.*

Grammar

Simple present and adverbs of frequency
Present progressive and time expressions
Gerunds

Functional Language

Talking about free time

Pronunciation

/b/ /ɔ:/ /æ/

Skills

Reading

Read a news article about teenage pressures
Read a magazine article about celebrity hobbies
Read a text about spare time in Australia

Listening

Listen to a conversation about a favorite free-time activity

Listen to an interview with a teenage runner

Listen to a dialogue between two friends deciding what to do

Speaking

Spoken Interaction

Exchange information about free-time activities

Ask and answer questions about likes and dislikes

Spoken Production

Talk about free time

Prepare and write a dialogue following a model

Other Areas of Learning

Learning Strategies

Predicting the topic of a text from pictures and the title

Socio-cultural Aspects

Thinking about productive ways to spend free time

Learning about free-time activities in another country

Coming to a joint decision on how to spend free time: learning to compromise, agree, disagree

Cross-curricular Contents

PE: sports and outdoor activities, sporting events

Values

Reflecting on one's character

Helping others

Using time productively

Further Materials

Digital Student's Book

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

Workbook

Extension: Rehearsing a play, page 152

Vocabulary Plus: At the gym, page 153

Recommended Web Links

<https://en.wikipedia.org/wiki/After-school_activity#United_States>

<<https://kidshealth.org/en/kids/volunteering.html>>

<<https://multiculturalkidblogs.com/2015/03/13/outdoor-activities-different-countries/>>