Teacher's Guide

Contents

Learning with #**Insta**English

#**Insta**English 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. #**Insta**English 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 #**Insta**English **offer?**

Graded Language

#**Insta**English 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.

#Insta English 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:
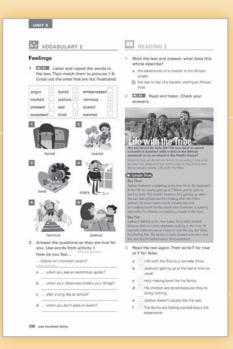
- **skimming**: reading for the gist or for general meaning is one of the most used strategies to answer general comprehension questions or to get a quick idea of what a text is about.

- **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.
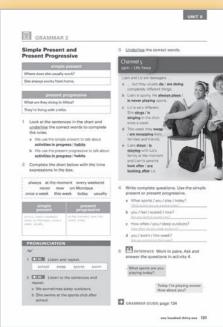
Intercultural Dimension

#Insta English 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.

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, **#Insta**English 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.

#Insta English 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.	**#Insta**English 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.	**#Insta**English 3
			#Insta English 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.	**#Insta**English 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.	**#Insta**English 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.

#**Insta**English **Components**

Digital Book

#Insta English 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' levels.

> ### Warm Up
> Introduce yourself to the class and ask some new class members their names. Then review the alphabet by doing a spelling dictation. Dictate some English names and surnames to the students. Start off with short names like John Brown, but then make it more difficult by dictating longer names, e.g., Elizabeth Charlotte Robinson. Check by asking students to come up and write the names on the board.

Free-time Activities

1 🔊 **2**

- Students look at the photo and identify the names of the teenagers. Explain that it is more informal and friendlier to say *I'm (name)* rather than *My name's...*
- Give students time to read the sentences before playing the track.
- Play the track. Students choose the correct words.
- Check answers with the class.

Character Adjectives and Formation of Adverbs

2

- Elicit some opposite adjectives from the class.
- Ask students to match the adjectives with their opposites.
- Check answers with the class.

3

- Students complete the sentences with the adverb form of the adjectives in bold.
- Clarify any problems.
- Check answers with the class.

Rooms, Furniture and Gadgets

4

- Students read through the words and check they understand them.
- Individually they decide which word in each line is different from the others and why.
- Then they add an extra word to the line.
- Check answers by asking different students to read the words out and say which one is different, giving a reason and saying which word they have added to the group.
- Drill the words and correct pronunciation as necessary.

Places to Visit

5

- Students look for words that express places to visit in the word snake.
- Don't check answers yet.

6 🔊 **3**

- Students listen, repeat and check answers to activity 5.

Comparatives and Superlatives

7

- Remind students of some spelling rules for comparatives and superlatives.
- Students choose either the comparative or superlative according to the context described in each sentence.
- Check answers together.

> ### Extra Activity
> Students write sentences using adjectives from activity 7 and nouns from activity 5, e.g., *I visited the oldest castle in Europe*. Ask some students to read out their sentences.

Simple Present and Present Progressive

8

- Students read through the questions and check they understand them.
- Together they find the answers.

9 🔊 4

- Students listen to the track and check the answers to activity 8.
- Then they practice asking and answering the questions.
- Clarify any grammar points with the class as necessary.
- Ask some pairs to act out their mini-dialogues to the class. Correct as necessary.

Simple Past and Past Progressive

10

- Elicit some countable and uncountable nouns from the class and remind students that we use *some / any* with uncountable nouns and plurals.
- Together, students identify the countable and uncountable nouns in the box.

11

- Remind students of question forms with *did* and *was / were*.
- Students write the questions individually.
- Check answers with the class on the board.
- Clarify any problems with question formation.

➡️ **Homework** Workbook pages 144-145

Unit 1
Technology

Unit Objectives

- Understand, memorize and correctly use vocabulary related to IT activities and jobs
- Identify the gist and main ideas in a text about teenage gadgets
- Understand, contrast and correctly use grammar structures related to the past
- Identify specific information referring to social networking through a listening activity
- Ask and answer questions about past activities
- Use appropriate functional language in the specific social context of shopping for gadgets
- Identify specific information in a text about Singapore technological innovations
- Identify specific content of a text about a medical invention
- Assimilate the learning tips and study the Vocabulary in Pictures and Grammar Guide from the unit

Linguistic Contents

Main Vocabulary

IT activities: *make a phone call, play a video game*, etc.
Jobs: *fireman, policewoman*, etc.

Grammar

Simple past
Past progressive

Functional Language

Talking about tech gadgets

Skills

Reading

Read a newspaper feature about the electronic gadgets in a teenager's bedroom
Read a text about Singapore's technological hub
Read about microwaves

Listening

Listen to an interview about social networking websites
Listen to a dialogue in a store

Speaking

Spoken Interaction

Exchange information about past activities
Have a conversation about buying gadgets online

Spoken Production

Express opinions about jobs and social networking sites
Prepare and write a dialogue following a model

Other Areas of Learning

Learning Strategies

Reading the questions before reading the text

Socio-cultural Aspects

The use of the internet in the world
Singapore's technological hub

Cross-curricular Contents

Technology: electronic gadgets, the use of IT, the use of technology for medical applications

Values

Recycling electronic gadgets
Consumer awareness

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

<www.thebalancecareers.com/top-kids-dream-jobs-2062280>
<www.sutori.com/story/technology-past-present-future>
<www.factmonster.com/dk/encyclopedia/science/medical-technology>