Teacher's Guide

Contents

Learning with #InstaEnglish

#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 #InstaEnglish 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.
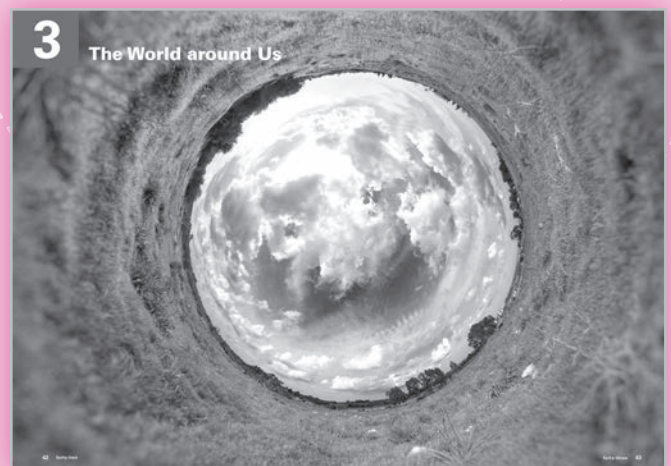
Reading Comprehension

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 idiom.

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.

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.

#InstaEnglish 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 level but may have forgotten. The Starter unit will give the teacher a chance to assess the students' level.

The World of Work

1
- Students look at the picture and identify the names of the teenagers. Ask how old the speakers probably are if they are finishing their bachelor degrees (about 22).
- Students read the sentences and complete them with the words in the box.
- They check answers with a partner.

2 🔊 2
- Play the track so that students can confirm their answers to activity 1.
- Ask students which of the two jobs discussed they would prefer to do and why.

Verb and Noun Collocations

3
- Ask students if they remember what a collocation is (two or more words that often go together).
- Individually, students read the sentences and choose the correct answers.

4 🔊 3
- Students listen to the track and check answers to activity 3.
- Play the track again, or model the sentences yourself, and ask students to repeat the collocations to practice pronunciation. Highlight the connected speech (how the words are linked).

Relative Pronouns

5
- Ask students what relative pronouns they remember (*which*, *that*, *who*, *when*, *where*, *whose*, *why*).
- In pairs, students read the sentences and put a ✓ or an X in the boxes next to them.

6 🔊 4
- Students listen to the track and check answers to activity 5.
- Clarify any issues.

First and Second Conditionals

7
- Students read the sentences and complete them with the correct forms of the verbs in the box.
- They check answers with a partner.

8 🔊 5
- Students listen to the track and check answers to activity 7.

- Briefly review what tenses we use in the different clauses of the first and second conditionals.

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Extra Activity

Ask students to write different main clauses for the sentences in activity 7, e.g., *If he doesn't start showing up to work on time, <u>he will have to find a new job</u>*.

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Gerunds and Infinitives

9

- Students complete the sentences by choosing either the gerund or infinitive forms of the verbs in bold.
- They check answers with a partner.

10 🔊 6

- Students listen to the track and confirm answers to activity 9.
- Ask students to give reasons for the answers, e.g., we use gerunds when it is the subject of the sentence.

➡️ **Homework** Workbook pages 144-145

Unit 1
Literature

Unit Objectives
- Understand, memorize and correctly use vocabulary related to literary genres and to compound nouns
- Identify general content and extract specific information from a short story
- Understand, contrast, and correctly use grammar structures related to the past
- Identify specific information referring to people's opinions through a listening passage
- Ask and answer questions about books and ask for and give opinions
- Identify general content from a text about three famous writers
- Identify specific information in a text about a young novelist
- Assimilate the learning tips and study the Vocabulary in Pictures and Grammar Guide from the unit

Linguistic Contents
Main Vocabulary
Literary genres: *play*, *thriller*, *autobiography*, etc.
Compound nouns: *public library*, *text message*, *audiobook*, etc.

Grammar
Simple past
Past progressive
Past perfect
Time expressions with the past perfect

Functional Language
Asking for and giving opinions

Pronunciation
/əʊ/ /ɒ/ /ɔː/ /uː/ /ʌ/

Skills
Reading
Read a science fiction story
Read a short article about a young novelist
Read a text about three famous contemporary writers

Listening
Listen to a conversation about a book people have read recently
Listen to a conversation about whether books are better than movies
Listen to a dialogue between two friends giving their opinion on some books

Speaking
Spoken Interaction
Exchange information about books you have read
Have a conversation asking for and giving opinions
Spoken Production
Talk about literary genres
Prepare and practice a dialogue based on a model

Other Areas of Learning
Learning Strategies
Using key words to predict the topic
Predicting content or the topic of a text from pictures and the title

Socio-cultural Aspects
Thinking about literature
Learning about contemporary writers
Learning to ask for and give opinions

Cross-curricular Contents
Literature: Arthur C. Clarke, Chimamanda Ngozi Adichie, Otosirieze Obi-Young, Chinua Achebe, Alexandra Adornetto, Shakespeare

Values
Reflecting on literature and the merits of specific works
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: A Young Novelist, page 152
Vocabulary Plus: Describing a Story, page 153

Recommended Web Links
<https://www.theguardian.com/books/2013/nov/06/discussion-books-better-than-films-adaptations>
<https://missoandfriends.com/?s=Alexandra+Adornetto>
<https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story>