

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?

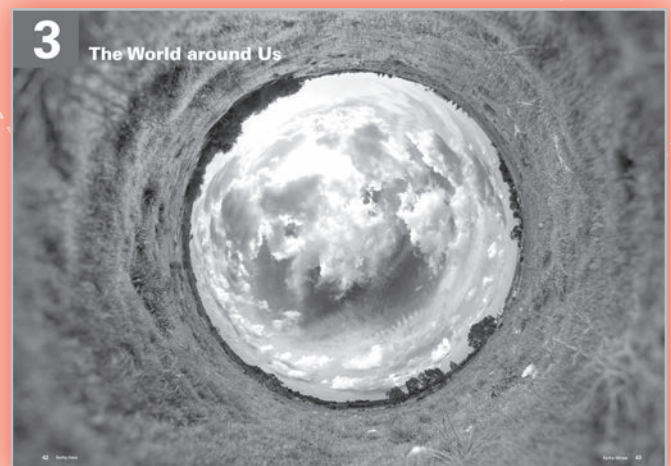
Graded Language

#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.



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

(pages 8 and 9)

Lesson Aims: Students review and practice some of the grammar and vocabulary that they already know, but may have forgotten: introductions, demonstrative pronouns, the alphabet and spelling, numbers and ordinals, months and days, telling the time, words for school items, colors and classroom language. The Starter unit will give the teacher a chance to assess the students' level.

Introductions

Warm Up

If students don't know each other, play a name game so that everyone learns their classmates' names. Start with yourself, e.g. *My name's Cristina*. The first student has to say, e.g., *Your name's Cristina and my name's Pietro*. The next student says *Your name's Cristina, your name's Pietro, and my name's Katerina*, etc. If students do know each other, give them a minute to try and memorize where everyone is sitting. Then ask a student to shut his / her eyes and repeat the names in order of seating, e.g., *My name's Pietro, your name's Katerina, your name's Carlos*. Repeat with different students.

1 2

- Ask students to look at the picture and tell you what they can see. Ask them what they think the audio is going to be about.
- Students listen for the names.
- Check answers with the class.
- Drill the dialogue.

Demonstrative Pronouns

2

- Ask students to read the sentences and translate the words in red.
- Check answers with the class.
- Drill the sentences. Pay attention to the phoneme /ð/. They may pronounce it /d/. Help them visualize how to produce this sound using their teeth and tongue.



Fast finishers write more sentences using *this, that, these* and *those*.

3

- Read the example with the class.
- Show them how to make introductions by doing some examples yourself.
- In pairs, students take turns introducing 5 other members of the class.
- Review by asking *Who's this / that? Who are these boys? Who are those girls?*

Extra Activity

Ask students to say something else about the classmate they introduce, e.g., *She's very nice, She lives in ... She's 11 ...*

The Alphabet and Spelling

4 3

- Students listen and repeat the alphabet.
- Stronger classes can also try starting at the end and saying the alphabet backwards.
- Test them by pointing at some letters on the board. They might have particular difficulty with *a* and *r*; *e* and *i*; *g* and *j*; *v* and *w*; *c*, *h* and *y*.

5 4

- Students listen and write down Alex's full name.
- Check the answer with the class.
- Listen again if necessary.

6

- Read the examples with the class and drill the questions.
- Tell students to silently practice spelling their name and surname(s).
- Students ask and spell in pairs.
- Check by asking some students to spell their name or their partner's name to you.

Numbers

7 5

- Students listen and repeat the numbers.
- Stronger classes can also try starting at the end and saying the numbers backwards.
- Test them by pointing at some numbers on the board.

8 6

- Students listen for the numbers.
- Check answers with the class.
- Writing numbers in full can be challenging for students. They might have particular difficulty with *three, twelve, twenty-four* and *eighty*.

- Allow them to work in pairs if necessary.

Ordinals

9 7

- Students listen and repeat the ordinals.
- Test them by pointing at some ordinals on the board.
- If they are still not familiar with ordinals' abbreviated form, provide them with some more examples, then ask them to write their abbreviated form by using the tip from the box.

Months and Days

10 8

- Students write the numbers according to the order of the months (e.g. 1 – January, 2 – February, etc.), then listen and check their answers.

Extra Activity

Ask students to say their birth date by using the vocabulary from activities 9 and 10. Start with yourself, e.g. *My birthday is on February eighteenth.* Then ask a student *When is your birthday?* He or she answers and then repeats the question to another student.

11

- Check students know the days of the week they have English classes.
- Call their attention to the first letters in each day of the week and ask them why they are capitalized. Show them a calendar and explain that those are the abbreviated forms of these words.
- Explain that the first letter of months and days of the week are always capitalized in English.

12 9

- Students listen and repeat the days of the week.

Times

13

- Ask students to read out the times and look at the clocks.
- Give them time to match in pairs.
- Check answers with the class.
- Tell them there is more than one way of telling the time in English. Do clock *c* with the class as an example (half past nine) and ask them to do clock *a* in pairs (twenty-three past seven).
- Check answers with the class.



Fast finishers write the times of their first class, recess, lunch, and last class.

My Backpack

14

- Ask students to cover the words and look at the objects. Elicit some of the names of the objects.
- Look at the example (*backpack*) and ask them to match the other objects to the words in the box.

15 10

- Drill the words using the audio track. Highlight the word stress on the board.
- Students underline the stressed syllable of the words in their books.

Colors

16

- Check students understand all the color words.
- Ask them to match the colors to the objects in activity 14 and to find the color that isn't in any of the school items.
- Check answers with the class.
- Teach them *What color is ...?* Ask them to tell you the color of some things in the classroom.

Classroom Language

17

- Ask students to translate the questions in the left-hand column into their mother tongue.
- Look at the example. Then ask students to match the other answers.

18 11

- Check answers for activity 17 with the class.
- Students listen and repeat the sentences.
- In pairs, students take turns practicing the questions and answers.
- Read the Tip box with the class.

Language Note

It's a good idea to put up posters of the classroom language on your classroom wall. The posters remind the students to use the language. Students can make the posters themselves.



Homework Workbook pages 144-145 and learn the classroom language.

Unit 1

My World

Unit Objectives

- Understand, memorize and correctly use vocabulary related to countries, nationalities and families
- Identify specific information from a text on comics
- Understand and correctly use grammar structures related to the present of the verb *be*, subject pronouns and possessive adjectives and question words
- Listen to specific information through a listening activity
- Give personal information
- Identify general content and predict answers to a quiz on celebrities
- Identify specific information from a text about names
- Read about volcanoes and identify their main characteristics
- Study the Vocabulary in Pictures and Grammar Guide from the unit

Linguistic Contents

Main Vocabulary

Countries and nationalities: France, French, etc.

Family words: *mother, father*, etc.

Possessive 's / s'

Grammar

Simple present of the verb *be*: affirmative, negative, questions and short answers

Subject pronouns: *I, you, she*, etc.

Possessive adjectives: *my, your, her*, etc.

Question words: *who, what*, etc.

Functional Language

Giving personal information

Pronunciation

Word stress on nationality and country words

Skills

Reading

Read a text about comics in different countries

Read a quiz about celebrities

Read a text about unusual names

Read about volcanoes

Listening

Listen to a dialogue between two young people talking about stamps

Speaking

Spoken Interaction

Exchange personal information

Participate in a class vote on comic book characters

Spoken Production

Prepare and write a dialogue for giving personal information following a model

Other Areas of Learning

Learning Strategies

Learning antonyms

Skim the text to get the general idea

Using pictures to help understand a text

Socio-cultural Aspects

Being polite and friendly when you meet people

Countries of origin of some celebrities

Cross-curricular Contents

Math: numbers

Geography: countries and nationalities; volcanoes

Language and literature: comics

Values

Respect for others

Respect for other cultures

Further Materials

Digital Student's Book

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

Workbook

Extension: countries' flags, page 152

Vocabulary Plus: The World, page 153

Recommended Web Links

<<https://postalmuseum.si.edu/education/curriculum/design-it!-student-stamps-for-america/index.html>>

<www.volcanoteide.com/en/national_park/teide_volcano>