

Customizing *Life* to fit a course of 60 hours

Course length to cover one level of *Life*: 60 hours

Assumption: The course runs 4 hrs/week x 15 weeks. **All the grammar, vocabulary, functions, speaking and writing** (Lessons A, B, D, E) will be covered in **4 hours** of class time.

The pacing guide below contains suggestions for 12 full teaching weeks, or 48 hours total, in order to make allowances for exams/review, use of additional materials/ancillaries, and school holidays. Please read the accompanying guide ‘10 ways to fast track a unit from *Life*’ which provides a detailed rationale for omitting certain lesson types or stages of lessons.

5 classes per week of 40 – 45 min. each:

Class 1: Lesson A: Vocabulary, Grammar focus and practice, Speaking

Class 2: Lesson B: Vocabulary, Grammar focus and practice, Speaking

Class 3: Lesson D: Real life, Pronunciation

Class 4: Lesson E: Writing model and analysis, Checking

Class 5: Review

4 classes per week of 50 – 60 min. each:

Class 1: Lesson A: Vocabulary, Grammar focus and practice, Speaking; Lesson B: Vocabulary

Class 2: Lesson B: Grammar focus and practice, Speaking; Lesson D: Real life

Class 3: Lesson D: Pronunciation; Lesson E: Writing model and analysis

Class 4: Lesson E: Checking; Review

3 classes per week of 80 – 90 min. each:

Class 1: Lesson A: Vocabulary, Grammar focus and practice, Speaking; Lesson B: Vocabulary, Grammar focus and practice, Speaking

Class 2: Lesson D: Real life, Pronunciation

Class 3: Lesson E: Writing model and analysis, Checking; Review

Omissions/Homework options

In this mapping the unit openers, reading lessons (Lesson C) and video lessons (Lesson F) have been omitted. The video lessons and reading lessons can largely be done by students working on their own at home. The Writing skill and Production stages of the writing lessons (Lesson E) can also be done at home/for homework.

Option A (TB material): If you prefer, you could replace the Review lesson with the video lesson. The Review lesson (apart from the final Speaking fluency activity) can be done for homework

Option B (TB material): If time allows, add more speaking activities with the photocopiable communicative activities from the Teacher's Book. Each of these can easily add 15 – 30 minutes of work, depending on the activity.

Option C (website material): The website contains an extensive library of supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- business writing worksheets
- revision and extension activities
- communicative activities
- additional reading lessons
- web-based research projects

Customizing *Life* to fit a course of 90 hours

Course length to cover one level of *Life*: 90 hours (or one combo split in 45 hours)

Assumption: The course runs 3 hrs/week x 30 weeks. **One full unit** (Lessons A–F plus the Reviews) will be covered in **6 hours** of class time.

The pacing guide below contains suggestions for 24 full teaching weeks, or 72 hours total, in order to make allowances for exams/review, use of additional materials/ancillaries, and school holidays. If additional time needs to be freed up from this teaching schedule, the guide ‘10 ways to fast track a unit from *Life*’ should be used.

3 classes per week of 50 – 60 min. each

First week: Lessons A and B

Class 1: Lesson A: Reading/Listening input, Comprehension, Vocabulary

Class 2: Lesson A: Grammar focus and practice, Speaking; Lesson B: Reading/Listening input

Class 3: Lesson B: Comprehension, Vocabulary, Grammar focus and practice, Speaking

Second week: Lessons C, D, E, F

Class 1: Lesson C: Critical thinking, Word focus, Speaking

Class 2: Lesson D: Real life, Pronunciation

Class 3: Lesson E: Writing model and analysis, Checking; Lesson F: Video (Before you watch, After you watch)

2 classes per week of 90 – 100 min. each (one lesson per week):

First week: Lessons A and B

Class 1: Lesson A: Reading/Listening input, Comprehension, Vocabulary, Grammar focus and practice, Speaking

Class 2: Lesson B: Reading/Listening input, Comprehension, Vocabulary, Grammar focus and practice, Speaking

Second week: Lessons C, D, E, F

Class 1: Lesson C: Critical thinking, Word focus, Speaking; Lesson D: Real life

Class 2: Lesson D: Pronunciation; Lesson E: Writing model and analysis, Checking; Lesson F: Video (Before you watch, After you watch)

Omissions/Homework options

In this mapping the unit openers have been omitted and various lessons have certain sections of them (listed in brackets below) set for homework: Lesson C (Reading comprehension), Lesson E (Writing skill, Production), Lesson F (Video), Review

Option A (TB material): If time allows, add more speaking activities with the photocopiable communicative activities from the Teacher’s Book. Each of these can easily add 15 – 30 minutes of work, depending on the activity.

Option B (website material): The website contains an extensive library of supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- business writing worksheets
- revision and extension activities
- communicative activities
- additional reading lessons
- web-based research projects

Customizing *Life* to fit a course of 120 hours

Course length to cover one level of *Life*: 120 hours (or one combo split in 60 hours)

Assumption: The course runs 4 hrs/week x 30 weeks. **One full unit** (Lessons A–F plus the Reviews) will be covered in **9 hours** of class time.

The pacing guide below contains suggestions for 27 full teaching weeks or 108 hours total, in order to make allowances for exams/review, use of additional materials/ancillaries, and school holidays. If additional time needs to be freed up from this teaching schedule, the guide ‘10 ways to fast track a unit from *Life*’ should be used.

5 classes per week of 40 – 45 min. each:

First week: Opener, Lessons A and B

Class 1: Unit opener: Speaking and listening

Class 2: Lesson A: Reading/Listening input, Comprehension, Vocabulary

Class 3: Lesson A: Grammar focus and practice, Speaking

Class 4: Lesson B: Reading/Listening input, Comprehension, Vocabulary

Class 5: Lesson B: Grammar focus and practice, Speaking

Second week: Lessons C, D, E, F

Class 1: Lesson C: Reading comprehension

Class 2: Lesson C: Critical thinking, Word focus, Speaking

Class 3: Lesson D: Real life, Pronunciation

Class 4: Lesson E: Writing model and analysis, Writing skill, Production, Checking

Class 5: Lesson F: Video

The Review lesson is done at the start of Week 3 and the cycle repeats.

4 classes per week of 50 – 60 min. each:

First week: Opener, Lessons A and B

Class 1: Unit opener: Speaking and listening; Lesson A: Reading/Listening input

Class 2: Lesson A: Comprehension, Vocabulary, Grammar focus and practice

Class 3: Lesson A: Speaking; Lesson B: Reading/Listening input, Comprehension

Class 4: Lesson B: Vocabulary, Grammar focus and practice, Speaking

Second week: Lessons C, D, E, F

Class 1: Lesson C: Reading comprehension, Critical Thinking

Class 2: Lesson C: Word focus, Speaking; Lesson D: Real life

Class 3: Lesson D: Pronunciation; Lesson E: Writing model and analysis, Writing skill, Production

Class 4: Lesson E: Checking (partner's writing); Lesson F: Video

The Review lesson is done at the start of Week 3 and the cycle repeats.

3 classes per week of 80 – 90 min. each:

First week: Lesson A

Class 1: Unit opener: Speaking and Listening; Lesson A: Reading/Listening input, Comprehension, Vocabulary, Grammar focus and practice

Class 2: Lesson A: Speaking; Lesson B: Reading/Listening input, Comprehension, Vocabulary, Grammar focus and practice, Speaking

Class 3: Lesson C: Reading comprehension, Critical Thinking, Word focus, Speaking

Second week: Lessons D, E, F, Review

Class 1: Lesson D: Real life, Pronunciation; Lesson E: Writing model and analysis

Class 2: Lesson E: Writing skill, Production, Checking; Lesson F: Video (Before You Watch)

Class 3: Lesson F: Video (While You Watch, After You Watch); Review

Option A (TB material): If time allows, add more speaking activities with the photocopiable communicative activities from the Teacher's Book. Each of these can easily add 15 – 30 minutes of work, depending on the activity.

Option B (website material): The website contains an extensive library of supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- business writing worksheets
- revision and extension activities
- communicative activities
- additional reading lessons
- web-based research projects

10 ways to “fast track” a unit from Life

- 1 If your main priority is **grammar and vocabulary**, prioritize the **A and B lessons** because they teach these areas.
- 2 If your students’ **main need is to improve their speaking and listening**, focus on the **unit opener, and the A, B and D lessons**. If their **main need is to improve reading and writing**, then the **C and E lessons are the priority**. Note also in each unit either the A or the B lesson will include a reading focus so it’s worth completing this page as well.
- 3 The unit opener provides an extended lead-in to the unit and naturally flows into the A lesson. However, with shorter lessons, you could **miss out the unit opener** and start directly on the A lesson (which has its own lead-in question or task).
- 4 One way to reduce the amount of content used in class from the A or B lessons is to set part of the page for homework. Since the grammar and vocabulary is often contextualized and presented via a reading or listening text students need to have read or listened to the text in order to complete the lesson. You can **set the reading for homework**, and ask students to complete the reading comprehension questions. At the next class quickly check their answers and go straight into the following grammar or vocabulary exercise.
- 5 Similarly you can also **set the listening for homework**. Although students may not have copies of listening texts with the book, they can download the recordings from ngl.cengage.com/life and then do the listening comprehension tasks in the book.
- 6 The course includes pronunciation presentations and exercises. However, some aspects of pronunciation may not cause your students difficulty because they have the same features in their own language. You can **analyze the pronunciation syllabus and decide which points to leave out**.
- 7 The C lesson always includes an extensive reading text with comprehension exercises and a critical thinking task. If there is vocabulary work, then it is normally linked to understanding the reading text. **If you don’t need to focus on extensive reading skills, you can omit the C lesson** (or set the reading for homework and, in class, check answers and do the final speaking task).
- 8 Most of the D lesson has to be done in class because it involves pair-work. However, the E lesson focusses on writing, and you can **set some of the writing analysis and practice for homework**. Some tasks involve students assessing each other’s work so if the writing is done at home, set aside time in class for students to peer review each other’s writing.
- 9 As the students have the video with the book, it is perfectly possible to have them watch it at home. One option is to spend the last ten minutes of a lesson doing the ‘Before you watch’ exercises. Then students **do the ‘While you watch’ at home**. Finally, start the next lesson by checking their answers and then doing the ‘After you watch’ section.
- 10 **The majority of the final ‘Review’ page can easily be set for homework** and does not have to be done in class.