realife

Make your mark!

What is Real Life?

- 5-level course for upper secondary students.
- Provides strategies for classes with a wide range of language ability, situations, and time constraints.
- Core material of 90 lessons with a flexible range of extra elements and components to supplement where necessary.
- Prepares students for typical exam task types.
- Unit structure 10 or 12 units, each with 6 lessons, plus Real Time lesson (functional language). Even units end with Active Study (revision), and odd units end with a writing lesson.

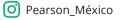


Highlights & Methodology

- Develop language skills, cultural awareness, and knowledge of the world.
- Draw on real teenage experiences and viewpoints in conversations, interviews and vox pops.
- Linked to the CEFR Teacher's Handbook contains a list of things students can do at the end of each lesson.
- Learner trainer and study tips: Active Study sections help students notice vocabulary or specific skills strategies.
- Active Study revision sections with exam strategies, review activities, and specific skills work.
- Real Time sections to focus on functional language through speaking and writing tasks in realistic contexts.

Students'

- Teacher's
- *Students' book* with Mini Workbook and reference section and DVD.
- Workbook with Grammar reference,
 5 self-assessment tasks, exam
 preparation tasks, and Multi-ROM.
- Teacher's Handbook, Active Teach with for the classroom section (interactive Students' Book, Skills Multi-ROM, and Teacher's resources with extra photocopiable material, worksheets, and ideas for short activities), to develop your teaching skills with 16 workshops on different aspects of teaching, and ideas for using classroom board in lessons, to create test materials with the Test Master to create and edit a wide range of tests.







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Tips for teaching

- Synchronous sessions:
- Prioritize interaction and pair work in synchronous sessions.
- Use Culture2Know notes for each spread in the Teachers Handbook to create interest and start discussions.
- Draw students' attention to the objectives box to share the learning goal.

- Carry out the warmer activities in the teacher's handbook to introduce the topic.
- Use the Words2Know and Grammar2Know section to have a guided discovery of grammar and vocabulary.
- Focus students' attention on *Active Study* sections to help them notice important vocabulary.
- Train students in class to use the strategies in the fold-out back cover flap of the student's book for learner training and study tips in general skills.
- Use the strategies for general skills and the notes (lower levels) in the Teacher's handbook to scaffold learning.
- At the end of the lesson, highlight the list of things students can do using *Now your students can* guidelines in the Teacher's Handbook.
- Use the supplementary materials (such as project work suggestions, worksheets: *Can you do it in English?* and DVD) to have as much communicative tasks as possible in synchronous sessions.

Asynchronous sessions

- Prioritize mechanic and independent work in asynchronous sessions.
- Ask students to apply the training and study tips for learner in the fold-out back cover flap of the student's book.
- Assign mini workbook activities for homework keeping in mind the level of difficulty with 1, 2 or 3 *.
- Do PRE-reading &-listening activities in synchronous sessions and have students do most of the work and post activities on their own.
- Use supplementary grammar and vocabulary activities for drilling and repeated practice.
- Have students use the Skills Multi-ROM activities for extra practice and specific feedback if possible.
- Have students work with the Photocopiable material to master grammar, vocabulary, listening and reading and skills according to needs and levels.

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