Introduction

Real Life is a five-level course for upper secondary students, many of whom are preparing for a school-leaving exam. It recognises that most classes have students with a wide range of language ability and offers different ways of dealing with this in the classroom. It also notes that teachers are working in a range of situations, with different facilities and time constraints. Real Life Elementary offers core material of ninety-four lessons with a flexible range of extra elements and components to supplement where necessary.

Why Real Life?

Teenage students learn best when they are motivated and when they recognise the relevance of a subject to their lives. They become more confident in using English in interesting and familiar contexts. In Real Life, we want to develop learners’ language skills as well as their cultural awareness and knowledge of the world. We deal with topics through the eyes of people of the students’ own age, drawing on real teenage experiences and viewpoints in conversations, interviews and vox pops. We look at real life issues, like health and fitness or internet safety, as they affect young people around the world.

Where possible, we reflect the media formats that are part of students’ real lives, for example, ‘clothes and accessories’ are presented via an online E-conversation and ‘the future of our planet’ is presented via a chat room.

Central to our ‘Real Life’ approach, are the Real Time sections, which follow a group of characters through everyday situations, like going shopping, ordering food in a café or buying a ticket for the cinema. Real life language and tasks are integrated in these sections and the model functional language is practised further in realistic contexts. The accompanying DVD.

Real Life and exams

We recognise the importance of exam preparation in secondary schools, the time when students have to prepare for a school-leavers’ exam or an entrance exam for further study. Real Life prepares students for typical exam task types and the Workbook Exam Trainer provides comprehensive training and practice tests.

Real Life and the Common European Framework

The Real Life syllabuses are linked to the Common European Framework (CEF). The Teacher’s Handbook contains a list of things students can do at the end of each lesson.

The table below shows how the Real Life levels fit both the CEF and the UCLES exams.

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The course components – at a glance

Students’ Book

The Students’ Book contains:

- a Starter unit designed to review vocabulary and grammar that students have seen before
- twelve units covering all the typical exam topics
- each unit has six lessons of grammar, vocabulary and skills, plus:
  - odd units end in a Real Time section which focuses on speaking and writing skills
  - even units end in an Active Study revision section.

At the back of the Students’ Book, there is:

- a Wordbank containing illustrations for ten key lexical sets
- a Mini Workbook for more grammar and vocabulary revision and practice to give your lessons total flexibility
- a unit by unit wordlist.

On the fold-out back cover, there is:

- a reference section with exam and general study skills for students to refer to whenever they need to.

DVD

For each level of the course, there is a DVD that focuses on the language introduced in the Real Time sections of the Students’ Book.

- It provides a fresh context for the situational dialogues. There are interactive on-screen activities for each episode.
- Photocopiable practice activities are provided in the Teachers’ Resources which are part of the Active Teach component, also available on the website.

Class Audio CDs

The Class Audio CDs contain all the listening activities in the Students’ Book, plus:

- recordings of the reading texts
- recordings of the Words2know and Phrases2know.

Workbook

The Workbook reflects the order and reinforces the content of the Students’ Book. It also provides additional training for writing and exam skills.

The Workbook contains:

- grammar practice with a Grammar reference on the same page with simple explanations and examples
- exam practice tasks in the skills sections
- extensive writing practice to build skills for typical exam text types, with model texts and explanations on the structure and content
- six self-assessment tests corresponding with the Active Study sections in the Students’ Book. The answer key is provided for students to assess their progress before attempting the tests in the Test Master.

There is also a unique exam preparation programme:

- three Exam Trainer sections with three Exam Tests
Introduction

• activities to build reading, listening, speaking and English-in-use exam skills
• Exam Tips on how to deal with exam tasks
• an Exam Test for every Exam Trainer, with an answer key for students to assess their progress.

The Workbook also contains:
• a bank of language functions covered in the Students’ Book
• a full word list organised by topic.

The audio for the listening exercises is on the Skills Multi-ROM.

Skills Multi-ROM
The Skills Multi-ROM (supplied with the Workbook) is a unique skills builder that gives students the opportunity to interact in greater detail with the reading and listening texts in the Students’ Book and the dialogues in the DVD, as well as the topic vocabulary. The activities can be used in class or for homework and checked in class. It contains:
• more skills practice exercises for each of the twelve units including interactive communication tasks where students can role play and record their part of the dialogue
• six self-assessment tests (from the Workbook)
• mid-year and end-of-year tests to prepare them for the class tests
• practice exercises on the topic vocabulary
• wordlists that can be sorted by unit or topic with audio and example sentences
• the audio for the Workbook.

The Skills Multi-ROM is included in the Active Teach DVD-ROM so that the teacher can use the exercises in class.

for the teacher
Real Life provides a full range of teaching support materials for use in the classroom and to upgrade your teaching skills.

The Teacher’s Handbook
The Teacher’s Handbook consists of reduced pages from the Students’ Book, together with teaching suggestions and answers. This means the teacher needs only one book in the class.

The Teacher’s Handbook contains:
• teaching suggestions for key exercises
• background notes (Culture2know) on the content of the lesson
• answers for Students’ Book and Workbook activities
• tapescripts for the Class and Workbook activities
• ideas for warm-up exercises, extension activities and discussions topics
• Now your students can list summarising the points that students have learned in each lesson
• teachers’ notes and information on when to use the Mini Workbook, Workbook, Multi-ROM exercises and photocopiable activities in the Active Teach DVD-ROM.

Abbreviations used in the Teacher’s Handbook:
TB = Teacher’s Resources (in the Active Teach and Website);
WB = Workbook; M-ROM = Skills Multi-ROM (with the Workbook and in the Active Teach)

Active Teach
This DVD-ROM is the perfect teaching resource with everything you need and more to help you create perfect lessons.

for the classroom
• an interactive whiteboard of the Students’ Book, with zoomable areas, integrated audio, DVD and interactive activities
• the Skills Multi-ROM so that you can use these exercises in the classroom
• a bank of teaching materials in the Teacher’s Resources section to add your own personal touch to your lessons, with:
  - extra photocopiable/downloadable grammar, vocabulary and skills activities
  - activities to activate language introduced in Can you do it English?
  - activities based on the listening material in the Students’ Book
  - worksheets for the DVD
  - ideas for short classroom activities.

to develop your teaching skills
• fourteen workshops on different aspects of language teaching
• ideas for using the classroom board in your lessons.

to create test materials
• the Test Master so you can photocopy the tests or manipulate them to prepare endless versions:
  - an Elementary → Pre-intermediate placement test
  - twelve short tests (one per unit), in versions A and B
  - six language and skills tests (one for every two units), in versions A and B
  - speaking tests (for every unit)
  - writing tests (one for every two units)
  - mid-year and end-of-year progress tests
  - audio for the listening comprehension tasks
• all test material is also available in the Test Book and accompanying Audio CD.

Website
The Real Life website provides extra practice and reference material for both the student and teacher:
• visit the website at www.pearsonlongman.com/reallife for fun activities and downloadable
• find out more about the authors
• watch and download video clips on a range of topics
• find lots of ideas for classroom activities
• get more information about other related teaching materials.
**How does the Students’ Book work?**

The Elementary Students’ Book contains an introductory Starter unit and twelve thematic units. The four-page Starter unit provides a quick review of vocabulary and grammar that students are likely to have studied before. It is optional and designed for you to choose the exercises that you feel will benefit your students. Each of the twelve main units consists of four two-page sections, each taking two forty-five minute lessons. The Teacher’s Handbook suggests where to break the two lessons but the boundary between them is generally flexible, making it easy to adapt the lessons to different learning styles.

The first two sections of the unit contain a vocabulary/skills lesson and a grammar lesson (Grammar Focus), so each unit has two grammar lessons.

The third section of each unit is an integrated skills section with extended reading skills and vocabulary work.

The last section of each unit alternates between a Real Time section and an Active Study section. Real Time focuses on functional language via listening and speaking, and exam-type communicative writing tasks. Active Study provides revision of the grammar and vocabulary from the two previous units, and exam-type skills practice. Tips on how to tackle the tasks are provided in the Strategies on the fold-out flap of the back cover.

The Mini Workbook at the back of the book provides extra grammar and vocabulary practice exercises, suitable for class work or homework. The appropriate Mini Workbook exercises are signposted at the end of each lesson. These exercises are graded (one or two stars), so that teachers can see at a glance which are appropriate for their students.

**Grammar in Real Life**

Grammar is key to building a student’s confidence in using a foreign language and it is central to the syllabus of Real Life. Our aim is to revise and extend students’ knowledge in a simple and straightforward way as possible, while gradually developing their noticing and analytical skills. Grammar Focus provides clear explanations of the core grammar while Grammar Plus in the Mini Workbook provides additional information, for example, the three uses of ‘s in unit 1.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching grammar.

**Vocabulary in Real Life**

Vocabulary in Real Life is systematic and thorough. Lexical sets on key exam topics like jobs, transport or the environment are presented, developed and recycled through the topics. High-frequency ‘power vocabulary’ is also presented to help students understand texts and express themselves fluently, including many phrases and collocations, for example, *go home or hang out with friends*.

The illustrated Wordbank provides a useful reference for students to check their understanding of the Words2know in the Students’ Book and provides extra items for some of the lexical sets to extend students’ vocabulary. The pages are designed with the words listed down the side of the page to make it easy for students to cover and test each other or themselves. As a teacher, you can use this section to check students’ understanding of the Words2know, as a pre-teaching tool or as a warmer for a later lesson, e.g. by covering the words and asking students which ones they can remember. Each Wordbank is signposted from the appropriate section of the Students’ Book.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching vocabulary.

**Reading in Real Life**

Real Life contains a wide variety of text formats: magazine and news articles, fact files, quizzes and questionnaires, web pages, blogs and chat rooms, postcards and emails, brochures and notices. Reading is often integrated with work on the other skills, especially speaking and writing. Further reading material is included in the other course components (see Introduction pages ii–iii).

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching reading.

**Listening in Real Life**

There is a wide range of listening material in Real Life, including conversations and interviews, vox pops and monologues and radio and TV programmes. Each unit provides listening skills sections, and as with reading, key sub-skills and exam task-types are practised. There are also short pieces of listening material in other lessons. Wherever listening material contextualises target language, it is reproduced on the page, so that learners can see as well as hear the new language. The Skills Multi-ROM provides more practice exercises based on some of the listening texts in the Students’ Book. The Teacher’s Handbook has signposts to these exercises.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching listening.

**Speaking in Real Life**

Speaking is an area in which many teenagers particularly lack confidence, both in their linguistic skills, and because they don’t know what to say, or feel self-conscious in front of their peers. Our approach is to integrate speaking little and often, around topics that will motivate learners, and to choose issues that they have something to talk about. We provide models or a stimulus to get students thinking about the topic, and where useful, we include prompts to give students ideas and the language for expressing them. In more extended speaking activities, for example *Can you do it in English?*, students are encouraged to plan what they want to say and are given useful phrases to help them communicate and express their ideas.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching speaking.

**Writing in Real Life**

In Real Life, the main writing skills are presented in the Real Time sections, where we deal with typical communicative writing tasks (commonly set in exams), for example an informal postcard, a short notice or a formal letter. We always provide models and key phrases to support students and focus on the relevant sub-skills, such as paragraphing, as well. There is a full writing skills section in the Workbook and further practice exercises in the Skills Multi-ROM, also referenced from the Teacher’s Handbook.

Visit [www.pearsonlongman.com/reallife](http://www.pearsonlongman.com/reallife) and download the video clip on teaching writing.

**Learner Training and study tips in Real Life**

Learner training in Real Life is simple and manageable. Active Study tips encourage learners to notice aspects of vocabulary, for example word formation and two-word verbs. There are also simple tips in the Active Study revision sections, for example reminding learners to ‘learn words in groups’ or ‘notice word stress’, and useful study tips for exam tasks on the fold-out back cover flap.
**Vocabulary, Skills and Grammar**

**Words2know** recorded on Class CD and Skills Multi-ROM to help students with pronunciation.

**Signpost** to relevant Wordbank.

**Wordbank** with illustrations for key vocabulary and phonetic translations.

Vocabulary contained in **Words2know** to provide clear focus and make revision easier.

Vocabulary presented in context, through quizzes, fact files and other short texts.

**Grammar2know** section with rules of meaning and form.

Wide range of listening tasks, including typical exam task types.

New language is thoroughly contextualised.

More practice in the **Mini Workbook** and other components.

Controlled and less controlled practice exercises, with consolidation in the **Mini Workbook** at the back of the book.
Skills

Skills such as skimming, scanning, predicting and guessing meaning from context developed systematically.

Active Study sections help to develop students’ awareness of lexical features, such as compound nouns.

Special emphasis on exam tasks types, for example true/false questions, multiple choice and matching exercises.

All reading texts are recorded.

Modern, authentic-looking texts that are within the students’ grasp.

Useful functional and situational language in Phrases2know boxes helps students prepare for exams tasks.

Regular practice of typical exam task types, for example role play and photograph description.

Real Time

Real Time presents functional language in real situations and teaches typical speaking and writing exam tasks in realistic contexts.

Model texts with appropriate phrases, prompts and outline structure provided to support students’ learning.

Main writing skills developed in Real Time sections.

Speaking activities clearly structured to minimise misunderstanding.
Active Study

Regular revision of grammar and vocabulary.

Skills revision through typical exam task types.

Useful study tips for exam tasks on the fold-out back cover flap for easy reference and revision.

Mini Workbook

Mini Workbook with more grammar and vocabulary practice.

Full word list with phonetic transcription for each unit at the back of the book.
Starter 1

The Starter Unit gives students a quick review of vocabulary and grammar that they have studied before. By using the Starter Unit you can assess the level of a new class and also give students the opportunity to review what they know. This means that they start Unit 1 with more confidence. This is especially important after a long holiday when the students might not have used English at all.

You don't have to do all the exercises in the Starter Unit with your students. Read each section of the Starter Unit through and decide which exercises are going to be useful for your students. Draw students’ attention to the objectives box at the top of the page. Tell students this is the grammar and vocabulary they are going to learn/review in part of the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

LESSON 1

Warmer

Introduce yourself to the students, e.g. Good morning. My name's (your name). Point at yourself to make sure students understand that you're giving your name. Ask different students What's your name? for them to reply. Prompt them to use My name's … Pre-teach a short dialogue by demonstration: Hi, my name's … What's your name? / My name's … Students practise the dialogue in pairs, turning to different classmates around them and saying the dialogue. Make sure students take turns at starting the dialogue.

1a Students don't need to read the dialogues aloud at this stage.

Answers: on student page

b Practise the dialogue in open pairs before students take turns to read it in closed pairs.

2 Focus students on the table and check understanding before they find the possessive adjectives and subject pronouns in the conversation. Have them check in pairs before checking as a class.

Answers: on student page

3 Complete the sentences with the correct form of the verb to be.

 Students can also do this activity in groups of four, groups of boys and girls if possible.

Answers: on student page

Accept, e.g. am not (sentence 2) but remind students that when we speak we use the contraction (I'm not).

Answers: on student page

Beyoncé is an African-American singer and actor.

Answers: on student page

Listen carefully for the letters you know your students have difficulty pronouncing, because of their mother tongue. If necessary, drill these separately for the class.

Play the CD twice, giving students a chance to check in pairs before the second listening.

Answers: 2 Maria 3 Charlie 4 Emily 5 Frank

Students can take turns to repeat the email addresses. Make sure they realise that we write '@' but say 'at' and write '.' but say 'dot' before they move on to exercise 8b.
LESSON 2

Warmer

Write the following letters across the top of the board: a, b, f, i, o, r, q, w. Students copy the letters into their notebooks. Say the seven letters aloud for students to repeat. Now say all the other letters of the alphabet aloud and have students match each one with the letter on the board which has the same sound, e.g. f and j have the same sounds as a. Do a few examples first so students understand what they have to do. They write answers in their notebooks and compare ideas in pairs. Check by going through the letters of the alphabet again and eliciting the matching letter/sound from the class. You could help students by telling them how many letters each sound has.

Answers: a: h, j, k; b: c, d, e, g, p, t, v; f: l, m, n, s, x, z; i: y; o: (no matches); u: r: (no matches); w: (no matches)

9.6 Words 2 know

When checking answers, focus on any changes in pronunciation e.g. Spain/ Spanish, Argentina/Argentinian.

Answers: on student page
LESSON 4

Warmer

Play a game of number bingo. Write numbers 1–30 on the board at random (not as a list). Students draw a 2 x 2 grid in their notebooks and write a number in each square. Call out the numbers at random. When students hear a number from one of their squares, they cross it out. When a student has crossed out all four numbers she/he shouts ‘Bingo’. Elicit the numbers from the student before declaring her/him the winner.

LESSON 3

Warmer

With Students’ Books closed, give students two minutes to brainstorm in pairs all the school equipment they can remember. Start them off with an example, e.g. hold up a ruler and elicit what it is. Elicit the words from the class.

1 1.8 Words to know

Students quickly look at the words and pictures to find school equipment they didn’t remember or don’t know in English.

Answers: on student page

2 Grammar to know

Students compare in pairs.

Possible answers:
an: exercise book, eraser, interactive whiteboard
a: ruler, pencil sharpener, pencil case, calculator, computer, dictionary, desk, cupboard, bookshelf, box

Answers: on student page

4a 1.9 Words to know

Review the prepositions using mime if necessary before students complete the exercise.

Answers: on student page

LESSON 2

The Starter Unit gives students a quick review of vocabulary and grammar that they have studied before. Read each section of the Starter Unit through and decide which exercises are going to be useful for your students. The Starter Unit lessons are optional.

Draw students’ attention to the objectives box at the top of the page. Tell students this is the grammar and vocabulary they are going to learn/review in part of the Unit. Tell them that they will think about what they have learnt and what they can do at the end of every second lesson (i.e. at the end of every double-page spread).

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5. Read Grammar2Know and write S (singular) or P (plural) in the boxes.

6. In pairs, make sentences about your classroom. Use this, that, these, those.

7. a. Complete Words2Know with the numbers below. Then listen and check.

   Numbers 1–30
   1 one 2 two 3 three 4 four 5 five 6 six 7 seven 8 eight 9 nine
   10 ten 11 eleven 12 twelve 13 thirteen 14 fourteen 15 fifteen
   16 sixteen 17 seventeen 18 eighteen 19 nineteen 20 twenty
   21 twenty-one 22 twenty-two 23 twenty-three 24 twenty-four
   25 twenty-five 26 twenty-six 27 twenty-seven 28 twenty-eight
   29 twenty-nine 30 thirty

   b. Listen and circle the numbers you hear.
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
   21 22 23 24 25 26 27 28 29 30

   c. Listen and write the phone numbers.
   1 2 3 4 5 6 7 8 9 0

8. Focus on the Phrases2Know before playing the CD. Make sure students understand that we write ‘0’ but say ‘oh’ and write ‘44’ but say ‘double four’.

   Answers: 0 0780 6453329 3 01865 873323 4 0038 055 27801
   5 0770 3209343 6 0208 5546610

9. Complete Phrases2Know with the words below. Then listen and check.

   Past: nine to ten
   Quarter: twenty-five

   What's the time?
   1 It’s nine o'clock.
   2 It’s five past nine.
   3 It’s ten past nine.
   4 It’s quarter past nine.
   5 It’s twenty past five.
   6 It’s twenty-five past five.
   7 It’s half past eight.
   8 It’s quarter past ten.

Optional activity
Make sure students realise that this is a game and that they only have five minutes to collect and write down as many phone numbers as they can. Ask two students to read out the example exchange. Make the start clear, e.g. say ‘Ready, off you go!’ and make the end clear, e.g. say ‘Everyone stop now!’ Find out who has the most numbers and elicit a few numbers from students to check they wrote them down correctly and that they remember how to say them.

Draw a circle on the board and turn it into a simple clock face to review when we use ‘past’ and when we use ‘to’. Ask students what the time is now.

Answers: on student page

10. Tell students they will hear a short sentence or dialogue.

   Answers: 2 11 o’clock/11.00 3 8.35 4 3.45 5 7.30
   6 5.30

11. Close this activity by asking for volunteers to come to the board. Students dictate numbers for the volunteers to write. Check that they use ‘and’ correctly in the larger numbers.

12. Before the pairwork part of this activity, elicit the questions students need to ask her/him to complete form 2. Write them on the board if necessary.

Now your students can:
- use the demonstratives this, that, these, those correctly
- talk about school equipment and identify and say numbers correctly
- ask and answer about personal information.

When people say phone numbers in the UK, they say each number separately, apart from when two numbers are the same. So the number 672854 is said like this ‘6-7-2-8-5-4’ and the number 663321 is said like this ‘double six, double three, 2-1’.