

## Customizing *Outcomes* second edition to fit a course of 60 hours

### Course length to cover one level of *Outcomes*: 60 hours

**Assumption:** The course runs 4 hrs/week x 15 weeks.

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.

If working within a 12-week limit, the teacher will inevitably have to skip four of the 16 units. Decisions on which units to skip are down to the individual.

Please read the accompanying guide ‘10 ways to fast track a unit from *Outcomes*’, 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: Spread 2: Vocabulary, Listening and Conversation Practice
- Class 2: Spread 2: Finish anything left from these pages – Developing Conversations, and (possibly) Grammar.
- Class 3: Find whichever of the next two double-page spreads has the grammar. Do any initial vocabulary / speaking work and then the reading OR listening tasks.
- Class 4: From the spread you started in Class 3, do the grammar that derives from the reading or listening text and any remaining exercises.
- Class 5: One week do a video lesson in this slot; the following week do a writing lesson.

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

- Class 1: Opening spread followed by Spread 2: Vocabulary, Speaking and Conversation Practice.
- Class 2: Spread 2: Finish anything left from these pages – Developing Conversations, (possibly) Grammar and have students repeat the Conversation Practice with a different partner, if there’s time.
- Class 3: Find whichever of the next two double-page spreads has the grammar. Do any initial vocabulary / speaking work and then the reading OR listening tasks.
- Class 4: From the spread you started in Class 3, do the grammar that derives from the reading or listening text and any remaining exercises, including the exercises at the back of the book.

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

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**Class 1:** Opening spread followed by Spread 2: Vocabulary, Developing Conversations, Speaking, Grammar and Conversation Practice.

**Class 2:** Find whichever of the next two double-page spreads has the grammar. Do any initial vocabulary / speaking work and then the reading OR listening tasks. Do the grammar exercises at the back of the book.

**Class 3:** Do either the remaining listening or reading text and tasks, along with any accompanying speaking / vocabulary work.

### **Omissions/Homework options**

You could omit: any pronunciation activities that are less relevant to your learners, speaking activities aimed at providing vocabulary practice and the unit opener. In the three longer lessons per week, the Writing and Video lessons could also be left out – or given as homework.

In addition, you could set the grammar summaries and exercises for homework, along with the Review pages.

**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 ([ngl.cengage.com/outcomes](http://ngl.cengage.com/outcomes)) contains an extensive library of supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- Act or Draw worksheets
- Conversation Practice video worksheets
- Unit quizzes
- Revision games
- Dictation worksheets
- Learner training worksheets
- Pronunciation worksheets
- Language patterns worksheets
- Idiom and Presentation worksheets (Advanced)
- Interactive Vocab builder

## Customizing *Outcomes* second edition to fit a course of 90 hours

### Course length to cover one level of *Outcomes*: 90 hours

**Assumption:** The course runs 3 hrs/week x 30 weeks. **One unit\*** will be covered in **4.5 hours** of class time with two units covered every three weeks.

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. The schedule can be used in conjunction with the guide '10 ways to fast track a unit from *Outcomes*' where you will find additional ideas on how to make further reductions in time.

### 3 classes per week of 50 – 60 min. each

#### *First week:*

Class 1: Spread 2 (odd unit): excluding Developing Conversations and Conversation Practice.

Class 2: Spread 2 (odd unit): Developing Conversations and Conversation Practice.

Listening spread (spread 3 or 4) (odd unit): excluding Grammar and/or Vocabulary.

Class 3: Listening spread (spread 3 or 4) (odd unit): Grammar and/or Vocabulary and Speaking.

#### *Second week:*

Class 1: Reading\* spread (spread 3 or 4) (odd unit): Grammar and/or Vocabulary and Speaking.

Class 2: Spread 2 (even unit): excluding Developing Conversations and Conversation Practice.

Class 3: Spread 2 (even unit): Developing Conversations and Conversation Practice.

Listening spread (spread 3 or 4) (even unit): excluding Grammar and/or Vocabulary

#### *Third week*

Class 1: Listening spread (spread 3 or 4) (even unit): Grammar and/or Vocabulary and Speaking.

Class 2: Reading\* spread (spread 3 or 4) (even unit): Grammar and/or Vocabulary and Speaking.

Class 3: Either go back and do exercises you didn't cover in previous units OR do the Video lesson OR do the Review page

\*Reading may be set for homework

## 2 classes per week of 90 – 100 min. each:

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### *First week:*

Class 1: Spread 2 of odd unit

Class 2: Spread 3 of odd unit

### *Second week:*

Class 1: Spread 4 of odd unit

Class 2: Spread 2 of even unit

### *Third week*

Class 1: Spread 3 of even unit

Class 2: Spread 4 of even unit

### **Omissions/Homework options**

In this mapping the opening spreads, Video lessons and Review pages have been omitted. These can largely be done by students working on their own at home.

**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 ([ngl.cengage.com/outcomes](http://ngl.cengage.com/outcomes)) contains an extensive library of supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- Act or Draw worksheets
- Conversation Practice video worksheets
- Unit quizzes
- Revision games
- Dictation worksheets
- Learner training worksheets
- Pronunciation worksheets
- Language patterns worksheets
- Idiom and Presentation worksheets (Advanced)
- Interactive Vocab builder

## Customizing *Outcomes* second edition to fit a course of 120 hours

### Course length to cover one level of *Outcomes*: 120 hours

**Assumption:** The course runs 4 hrs/week x 30 weeks. **One full unit** will be covered in **9 hours** of class time.

You should have time to cover all of the material provided in the Student's Book. Depending on the level of the individual classes, you may also have time to use some of the additional material on the website

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 *Outcomes*' should be used.

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

#### *First week:*

Class 1: Opening spread (odd unit) + \*\*

Class 2: Start spread 2 (odd unit)

Class 3: Finish spread 2 (odd unit)

Class 4: Start spread 3 (odd unit)

Class 5: Finish spread 3 (odd unit)

#### *Second week:*

Class 1: Start spread 4 (odd unit)

Class 2: Finish spread 4 (odd unit)

Class 3: Opening spread (even unit) + \*\*

Class 4: Start spread 2 (even unit)

Class 5: Finish spread 2 (even unit)

#### *Third week:*

Class 1: Start spread 3 (even unit)

Class 2: Finish spread 3 (even unit)

Class 3: Start spread 4 (even unit)

Class 4: Finish spread 4 (even unit)

Class 5: Writing spread OR Video lesson

*The Review page can be done at the start of Week 4 and the cycle repeats.*

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

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##### *First week:*

Class 1: Opening spread (odd unit) + \*\*

Class 2: Spread 2 (odd unit): excluding Developing Conversations and Conversation Practice.

Class 3: Spread 2 (odd unit): Developing Conversations and Conversation Practice.

Listening spread (spread 3 or 4) (odd unit): excluding Grammar and/or Vocabulary.

Class 4: Listening spread (spread 3 or 4) (odd unit): Grammar and/or Vocabulary and Speaking.

##### *Second week:*

Class 1: Reading spread (spread 3 or 4) (odd unit): Grammar and/or Vocabulary and Speaking.

Class 2: Opening spread (odd unit) + \*\*

Class 3: Spread 2 (even unit): excluding Developing Conversations and Conversation Practice.

Class 4: Spread 2 (even unit): Developing Conversations and Conversation Practice.

Listening spread (spread 3 or 4) (even unit): excluding Grammar and/or Vocabulary.

##### *Third week:*

Class 1: Listening spread (spread 3 or 4) (even unit): Grammar and/or Vocabulary and Speaking.

Class 2: Reading spread (spread 3 or 4) (even unit): Grammar and/or Vocabulary and Speaking.

Class 3: Revisit any exercises / reading you missed.

Class 4: Writing spread OR Video lesson

*The Review page is done at the start of Week 4 and the cycle repeats.*

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

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*First week:*

Class 1: Opening spread (odd unit) + \*\*

Class 2: Spread 2 (odd unit)

Class 3: Spread 3 (odd unit)

*Second week:*

Class 1: Spread 4 (odd unit)

Class 2: Opening spread (even unit) + \*\*

Class 3: Spread 2 (even unit)

*Third week*

Class 1: Spread 3 (even unit)

Class 2: Spread 4 (even unit)

Class 3: Writing spread OR Video lesson

*The Review page is done at the start of Week 4 (perhaps along with Speaking activities from the Teacher's Book) and the cycle repeats.*

**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 ([ngl.cengage.com/outcomes](http://ngl.cengage.com/outcomes)) contains an extensive library of supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- Act or Draw worksheets
- Conversation Practice video worksheets
- Unit quizzes
- Revision games
- Dictation worksheets
- Learner training worksheets
- Pronunciation worksheets
- Language patterns worksheets
- Idiom and Presentation worksheets (Advanced)
- Interactive Vocab builder

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The unit opener will usually only take around 20 minutes. In addition to the tasks there we would suggest one of the following:

- Pre-teaching vocabulary from the unit.
- Doing the Conversation Practice video and worksheet.

- Reviewing the previous unit using one of the tests in the Teacher’s Book, the online vocab tester, or the communicative activities in the Teacher’s Book.
- Replacing the task with a Video lesson or Writing spread which you haven’t done yet.
- Doing a Learner training worksheet (see website)

### Pre-teaching vocabulary

Learning vocabulary involves repeated encounters with it over time. A good way to start a unit is to look at the words that will come up in that unit, as listed in the Vocabulary Builder on the Outcomes website ([ngl.cengage.com/outcomes](http://ngl.cengage.com/outcomes)). This will help you see how much students already know. You can then pay more attention to the new words during the unit, and add extra information such as collocations and grammar to the words students already understand.

Present a list of the words in the unit using the Vocabulary Builder pdfs. Then ask students to grade the words according to how well they know them:

1. I know this word and use it.
2. I know the meaning but I don’t use it.
3. I don’t know this word.

Students can then look the words up in the online Vocabulary Builder on their smartphone, or on a printed pdf, and for the words in each category:

1. find two new collocations
2. check the meaning and write one example sentence
3. check the meaning

OR

If you have access to the internet and a projector, use the Test Your Vocabulary function on the website. Select your level, then under ‘Unit’ choose ‘All’. You can also choose the number of words you would like to test (up to 50). Go through the test with the whole class and see how many words they already know.

You may ask students to do one of the following:

1. group words in sets of three that are connected in some way
2. write an example sentence with a new word
3. make a mind map connecting all the words



## 10 ways to ‘fast track’ a unit from *Outcomes* second edition

### 1

If your main priority is **grammar** and **vocabulary**, go for **the two double-page spreads in each unit** that include grammar – and omit the other two spreads.

### 2

If your students’ **main need is to improve their speaking and listening**, focus **primarily on the first two double-page spreads**. Spread 2 shows students how to have particular kinds of conversations and provides vocabulary, models, ideas on how to develop conversations and so on to help. You may also want to choose whichever of the remaining double-page spreads is based around listening. One will be more based on reading, one more focused on listening.

If your students’ **main need is to improve reading and writing**, then **firstly choose whichever of the last two double-page spreads in each unit is based around a reading**. In addition, you may then want to work through **the eight double-page writing lessons at the back of the book**.

### 3

The two-page visually-based unit opener provides an extended lead-in to the unit and naturally flows into spread 2. However, with shorter lessons, you could **miss out the two-page unit opener** and start directly on spread 2 (which usually has its own lead-in question or task anyway).

### 4

If you want to include double-page spreads based around reading, then one way to reduce the amount of content used in class is to set part of the page for homework. Since the grammar and vocabulary is often contextualized and presented via the reading, students need to have read the text in order to complete the lesson.

You can **set the reading for homework**, and ask students to complete the questions and exercises that accompany the text. In the next class, quickly check answers and then go straight into the following grammar or vocabulary exercise.

### 5

Similarly, you could also **set the listening for homework**. The audio scripts are in the back of the Student’s Book and the audio is on the DVD packaged with the Student’s Book. Students can also download the recordings from [ngl.cengage.com/outcomes](http://ngl.cengage.com/outcomes) and then do the accompanying exercises in the book.

## 6

The course includes a wide range of pronunciation exercises, many of which are of the 'listen-notice-repeat' kind. However, you may decide that some aspects of pronunciation may not cause your students difficulty because they have similar features in their own language. You can **analyze each exercise and decide which to leave out**.

## 7

In spread 2, you may decide to skip the final **Conversation Practice** if you think students have had enough practice talking around the theme already. Even if you do decide to try the **Conversation Practice** section, you don't need to then watch the video and do the accompanying exercises on the DVD-ROM.

## 8

Other ways in which you could cut down the time needed to get through the book include: (1) For both Listenings and Readings, you could simply do the initial gist processing tasks and avoid any more detailed questions that require a second listen or read through. (2) After grammar exercises where students are guided towards discovering facts about the language, skip the part that tells them to go to the back of the book. Instead, simply elicit ideas and clarify / check / correct what comes up. Then set the explanation and exercises at the back of the book for homework. (3) If a double-page spread has more than one Speaking section or more than one time where students work in pairs / groups to discuss questions that are not directly related to texts, skip one. (4) The final double-page spread of every unit ends with a speaking. This could be skipped if so desired.

## 9

As the students have the video with the book (on the DVD-ROM or downloadable from the website), it is perfectly possible to have them watch it at home. One option is to spend the last ten-fifteen minutes of a lesson doing exercises written to be tackled before watching the video. Then students **watch the video at home** – and try the accompanying exercises. Finally, start the next lesson by checking their answers. You may also want to do the final Speaking sections, and the Understanding Fast Speech sections, in class as well, if you have time.

## 10

**The one-page 'Review' sections that appear after every second unit** can easily be set for homework and do not have to be done in class.