A Teacher's guide to making the most of

Keynote

"Good cooks know what can be left out of or put into a recipe; or added as a side dish. Good teachers using course books know the same thing."

Escaping the constraints of any coursebook can be a challenge for teachers as they feel they have to do everything to ensure the curriculum is being fully covered, but this isn't always the case. This in turn can cause a sense of monotony for both teacher and student. But it doesn't have to be this way. There are plenty of ways in which teachers can use, exploit and adapt a coursebook to keep students engaged in any coursebook they're using – it's just a case of thinking outside the box (or coursebook) and being creative. With that in mind, here are some suggestions on how you can mix things up and make the most of the coursebook content.

1. Re-order the Lessons

Just because a coursebook is set out in a certain way with lessons in the same order in every unit, doesn't mean that you can't play around with it to add some variety to the course. With Keynote all the lessons within a unit are linked thematically, which means that you can do the lessons in any order you wish to – you could start with the reading lesson for example, followed by the grammar lesson, then the TED lesson. Similarly, you could switch the listening and writing lessons around in lesson 4.

2. Be Selective

Like with the first point, just because it's in the coursebook, doesn't mean you have to do it, or can't change it. In other words, be selective with what you do, focussing on what you know your students enjoy doing and what they really need. For example, you don't need to spend a grammar lesson doing lots of controlled practice when you know what your students really enjoy doing is communicating. Maybe just do one controlled practice and give the rest of them for homework. By doing this you are giving yourself more time to do the freer practice in the book as well as time to use the communicative worksheets in the teacher's book. Your students will certainly appreciate it. Similarly, with the TED Talk lessons, maybe it's not feasible to do everything that is on the page due to time constraints. You're better off choosing the activities that you think your students will benefit from most rather than trying to squeeze everything in and rushing it. For example, in the odd units you could choose to do the Vocabulary in Context and Critical Thinking activities, but not the Presentation Skills activities; but in the even units you switch it around.

3. Adapt, Exploit, Extend

When we start teaching we're told that the coursebook should be the starting point for a lesson, a springboard for further activities and discussion, yet this is something we often forget. A great resource to help facilitate this with Keynote are the Word documents for all the audio scripts, reading texts and video transcripts that are available on the microsite (ELTNGL.com/keynote). These come with a worksheet with a number of different ideas on how to exploit the texts, thus giving you the tools to add variety to the format and focus of the lesson. In doing so they enable you (or better still your students) to make your own activities – for example gapfill tasks, jigsaw readings, matching tasks – which you can develop to match the needs of your students. For instance, one activity that recycles a text and which also challenges students is to take a pre-read text from an earlier unit and remove all the prepositions or articles – or any grammatical area your students struggle with – and ask them to complete the text. Another idea is to give the texts or scripts to your students and ask them to write their own questions for another group of students in

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the class; or make their own multiple-choice cloze tasks. This puts the focus very much of the students, thus creating a learner centred environment.

Within the grammar lessons, with a little bit of creativity and imagination many of the Infographics can be easily exploited to create discussion and start the lesson off on a real high. For example, in Intermediate Unit 2 there is an infographic all about Twitter with lots of great facts. To get students fully engaged you could make a copy of the infographic and then cover up all the facts and figures, before getting the students to predict what the missing information might be. This creates curiosity and if there is curiosity, there are questions and student engagement.

4. Books Closed

It's not necessary to have the book open throughout the whole lesson and have the entire lesson based around the activities in the book. Indeed, it's a good idea to do at least part of every lesson with the books closed. For example, before a reading lesson you could just give the students the title of the article and get them to brainstorm vocabulary that they think will appear in the article, as well as what the article is about. This way you are adding your own ideas and new ways of doing things to the course, thus offering a 'change from the norm' and subsequently keeping students on their toes and engaged, while simultaneously putting your own individual stamp on the lesson.

5. Make it Personal

Personalisation plays a hugely important role in the learning process, so try developing your own 'out-of-book' personalisation tasks for new vocabulary and grammar that you're teaching. This could be done as individuals using the target language to write sentences about themselves or people they know, or better still in a communicative class mingle activity (i.e. a find someone who...). This has the benefit of making the language meaningful and relevant to the learner, whilst

taking the content of book away from the book. The same goes for the idea in each unit/TED Talk – try to help students make a personal connection to the message and to reflect on it.

6. Integrate Workbook Activities

Workbooks might usually be used for homework activities and extra in-class controlled grammar practice, but it's also a good idea to integrate some of the Workbook content to add variety. For example, the TED Playlist activities in Lesson 1 are particularly good to extend the idea in the TED Lesson, but also give a great opportunity for learner centred differentiation and work station activities. In this situation have four different work stations, each with a different TED Talk from the Playlist, and ask students to choose which TED Talk they want to watch and to go to that work station. You don't need to create lots of individual worksheets for each talk, just one 'summary' worksheet on which students can note down the main ideas. Once they have watched the talk, ask the students to discuss the idea, what they liked/didn't like in their groups – again you can create a generic worksheet for this. Once they have discussed the talk in the groups, regroup them so that you have at least one person from each original group and invite them to tell each other about the talk that they watched. This makes for a very communicative and learner centred environment and one which offers a different viewing experience.

Other Workbook activities that are good to supplement the main coursebook pages and which add variety, are the Wordbuilding and Word Focus activities from Lesson 3. Similarly, depending on the needs of your students, it's possible to replace the writing lesson in the coursebook with the extended writing lesson found at the end of every even in the workbook. These focus more on Cambridge Exam Suite writing tasks.

7. Try a Different Approach

Very often with grammar lessons we adopt a

PPP (Present, Practice, Personalise) approach by default, and this can be quite tedious for students. By changing our teaching approach, we can challenge and engage our students at the same time which can only be a good thing. For example, you could take a Test-Teach-Test approach whereby you use one of the photocopiable communicative activities from the teacher's book at the start of the lesson instead of at the end. By doing this you are able to see if students are able to produce the target language without having been explicitly taught it beforehand. Depending on the outcomes, you are then able to approach the lesson in a way which is more applicable to the learners in your class.

8. Try a Flipped Learning Approach

Taking a flipped classroom approach is a great way to ensure that the time spent in class is time well spent, doing the things that students enjoy doing most of all – communicating and putting into practice what they have learnt. Yes, its success relies to a certain extent on students doing their homework and coming to class prepared, but the rewards are evident with the engagement within the classroom. With Keynote, a flipped classroom approach can be implemented most effectively with the TED lesson and the grammar lesson.

If you were taking a flipped classroom approach with the TED Talk lesson, you would ask the students to watch the TED Talk at home (the videos are available to the students on the microsite – ELTNGL.com/Keynote) and get them to answer the comprehension questions. The advantage of this is that students can watch the talk as many times as they like, pausing and rewinding as much as they want to and with the support of the video script. This makes for a very personalised learning experience, supporting all students in the class. It also means that you save a huge amount of class time having to do the previewing tasks and watching the talk multiple times, thus giving you more time for discussion and reflection on the talk, as well as doing the follow-up critical thinking and presentation skills activities.

For more information and ideas about using a flipped classroom approach, please visit: ngl.cengage.com/infocus/index.php/2018/11/06/flipped-learning-in-the-elt-classroom.

9. Use Project Based Learning

Students enjoy doing projects as they are student focussed, incorporate lots of communication, collaboration and creativity. They also give them choice and therefore empowerment. Therefore, it's a good idea to incorporate them wherever possible and even though they can be quite time-consuming there are plenty of benefits. (https://www.teachingenglish.org.uk/article/project-work-teenagers)

Within Keynote, the Presentation Skills section at the end of the TED lesson can, depending on the focus of the skill, easily be transformed into a mini-project for groups to work on. In this respect it's worth giving the students classroom time to research, collaborate and create their presentations, but as part of the process of project-based learning, rather than just being about the presentation.

10. Integrate Technology

Students enjoy using technology, so try to incorporate activities where they get to use their mobile devices in class. For example, instead of getting them to read the background information about the TED speaker in the book, give them the name of the speaker and tell them to do a websearch using their mobile devices for this person, finding out as much information about them as possible. This essentially serves the same purpose as the book activity but gives students more ownership of the task and over the information they discover.

11. Use the Online TED Lessons

If you think that one of the TED Talks in the book is not going to be appropriate for your

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class, or just want a change in format for your TED Talk lessons, why not try using one of the TED Talk lessons available on the microsite (ELTNGL.com/keynote)? These come with ready-made student worksheets covering vocabulary, comprehension, key language, discussions and an extended roleplay task, plus they come complete with detailed accompanying teacher's notes. Indeed, the lesson set-up is quite different to the TED lesson in the coursebook and with a change of approach, comes a change of engagement.

12. Exploit the Photographs

Keynote is blessed with great National Geographic photographs, especially the unit openers, and there are a number of ways in which they can be exploited for different tasks. A great starting point is the 3 Dimensions of Viewing approach – Perceptual (the image and YOU), Structural (the image and ITSELF) and Critical (the image and the WORLD).

Other ideas for exploiting the images include:

- 6 Questions – who, where, when, why, what, how?
- Imagine you are that person in the photo – how do you feel in the photo? Before? After? What can you see/hear/smell?
- Interview the people in the picture
- Roleplay the picture
- Imagine you live there/have visited there/ planning to do it/selling it – i.e. personalise the picture.
- 20 Questions/memory (look at pic for 30 second), what can student A remember? B asks the questions. Or both look at pic then shut books – what can they remember about it? Write sentences describing what's in it.

For more ideas, visit National Geographic Learning's In Focus Blog (ELTNGL.com/ InFocus)

AFFECTIVE/ PERCEPTUAL	COMPOSITIONAL/ STRUCTURAL	CRITICAL/ IDEOLOGICAL
How does the image make you feel?	What elements can you see in the foreground/background, etc.?	What message does the image transmit?
Why does it make you feel this way?	What text accompanies the image, if any (a caption, a title, etc.)? What does it add to the image?	Who created it? For what purpose and in what context?
What other images come to mind when you see it?	How is the image framed or composed?	In what forms of media will the image be seen?
What personal relevance does it have for you, if any?	What do you think lies beyond the frame?	Who is the intended audience for the image?
What does the image remind you of?	From what angle or point of view has the image been taken?	In what context did you view the image? The original context or another one? What is the difference?
Do you identify with or relate to the image in any way? If so, how?	Which parts of the image are centrally focused?	In how many different ways could the image be interpreted?
Do you think the image is positive or negative? Or do you feel indifferent towards it? Why?	What has been altered, omitted from or included in the image?	Are any of the images stereotypical, idealized, non-representative or anachronistic?

(Goldstein, 2016, Visual Literacy in English Language Teaching: Part of the Cambridge Papers in ELT series, CUP)

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