

Customizing *Keynote (Elementary and Pre-intermediate)* to fit a course of 60 hours

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

Assumption: The course runs 4 hrs/week x 15 weeks. One unit (excluding omissions/homework options, see below) will be covered in 5 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 *Keynote (Elementary and Pre-intermediate)*' 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: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening. Complete Speaking task if time allows.

Class 2: Lesson 1.2 (Grammar section): Focus on the infographic, grammar point in the grammar box and pronunciation as a class. Set practice exercises and Grammar Summary exercises as homework.

Class 3: Checking homework, Lesson 1.2 (Language Focus section). Complete Speaking task if time allows. Set Grammar Summary exercises as homework.

Class 4: Checking homework. Lesson 1.3: Before the class, tell students to read the Reading text, think about the lead-in question (unless it requires discussion with a partner) and complete the comprehension questions in the Understanding main ideas section for homework. In class, check answers and move onto the Understanding details and Understanding sequences sections, followed by the speaking exercise. Set the Understanding vocabulary section as homework.

Class 5: Lesson 1.4: Before class, tell students to watch the TED Talk for homework and complete the comprehension questions, skipping any discussion questions (only some units have these). Check answers in class and focus on Critical Thinking, Vocabulary in Context and Presentation Skills in class. Lesson 1.5: Skip the Communicate section. Set Writing task as homework.

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

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening, Speaking.

Class 2: Lesson 1.2: Focus on Grammar section as a class. Set Language Focus exercises and Grammar Summary exercises as homework. Skip speaking exercises.

Class 3: Checking homework. Lesson 1.3: Before the class, tell students to read the Reading text, think about the lead-in question (unless it requires discussion with a partner) and complete the comprehension questions in the Understanding main ideas section for homework. Check answers in class and move on to the remaining sections of the lesson.

Class 4: Lesson 1.4: Before class, tell students to watch the TED Talk for homework and complete the comprehension questions, skipping any discussion questions (only some units have these). Check answers in class and focus on Critical Thinking, Vocabulary in Context and Presentation Skills in class. Lesson 1.5: Communicate section. Set Writing task as homework.

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

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening. Complete Speaking task if time. Lesson 1.2: Infographic and grammar point in the grammar box. Set practice exercises as homework.

Class 2: Checking homework; Lesson 1.2: Pronunciation, Language Focus and Speaking. Lesson 1.3: Complete Reading exercises as time allows. Set any remaining exercises for homework.

Class 3: Checking homework; Lesson 1.4; Lesson 1.5: Skip Communicate section and set Writing task for homework.

Omissions/Homework options

In this guide the Presentation pages have been omitted. The Model Presentation section and presentation preparation can easily be set for homework. Students can work in pairs to give their presentations at the start of the next class. Many other exercises including watching the TED Talk, the Reading text, Writing and Listening tasks can also be set as homework. See ‘10 ways to fast track a unit from *Keynote (Elementary and Pre-intermediate)*’ for more ideas on how to best use the class time available.

Option A (TB material):

- If time allows, add more speaking exercises with the photocopiable communicative exercises from the Teacher’s Book. Each of these can easily add 15–30 minutes of work, depending on the exercise.
- The Teacher’s Book also contains ideas for extra exercises in each unit which can be used in class. These include a range of extension tasks and games that give students more practice of the target language.
- The Teacher’s Book provides four tests which can be completed every three units.

Option B (website material): The website (ngl.cengage.com/keynote) contains fantastic supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- Mid- and end-of-year tests
- Word versions of all the audio/video scripts and reading texts that you can ‘re-package’ to create additional practice material or tests

Customizing *Keynote* (Elementary and Pre-intermediate) to fit a course of 90 hours

Course length to cover one level of *Keynote*: 90 hours

Assumption: The course runs 3 hrs/week x 30 weeks. One unit (excluding omissions/homework options, see below) 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. Please read the accompanying guide '10 ways to fast track a unit from *Keynote* (Elementary and Pre-intermediate)' which provides a detailed rationale for omitting certain lesson types or stages of lessons.

3 classes per week of 50 – 60 min. each

First week: Warm up, Lessons 1.1 & 1.2

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening, Speaking.

Class 2: Lesson 1.2: Grammar section. Set Grammar Summary exercises as homework.

Class 3: Checking homework. Lesson 1.2: Language focus and Speaking. Set Grammar Summary exercises as homework.

Second week: Lessons 1.3, 1.4 & 1.5

Class 1: Checking homework; Lesson 1.3: Read the text and work through the exercises in class. Set any remaining exercises as homework.

Class 2: Checking homework; Lesson 1.4: Watch TED Talk as class, complete comprehension questions and Critical thinking section.

Class 3: Lesson 1.4: Vocabulary in context and Presentation skills. Lesson 1.5: Communicate and Writing.

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

First week: Warm up, Lessons 1.1 & 1.2

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening, Speaking. Lesson 1.2: Focus on Infographic exercises and grammar point in grammar box in class. Set Grammar Summary exercises as homework.

Class 2: Checking homework. Lesson 1.2: Grammar practice exercises, Pronunciation and Language Focus sections. Speaking task if time allows. Set Grammar Summary exercises as homework.

Second week: Lessons 1.3, 1.4 & 1.5

Class 1: Checking homework; Lesson 1.3: Tell students to read the Reading text before class. Complete the comprehension questions, Understanding Vocabulary and speaking tasks as time allows. Set any remaining exercises as homework.

Class 2: Checking homework; Lesson 1.4: Before class, tell students to watch the TED Talk for homework and complete the comprehension questions, skipping any discussion questions (only some units have these). Check answers in class and focus on Critical Thinking, Vocabulary in

Context and Presentation Skills in class. Lesson 1.5: Communicate and Writing sections. Students finish writing task as homework if necessary.

Omissions/Homework options

In this guide the Presentation pages have been omitted. The Model Presentation section and presentation preparation can easily be set for homework. Students can work in pairs to give their presentations at the start of the next class. Many other exercises including watching the TED Talk, the Reading text, Writing and Listening tasks can also be set as homework. See '10 ways to fast track a unit from *Keynote (Elementary and Pre-intermediate)*' for more ideas on how to best use the class time available.

Option A (TB material):

- If time allows, add more speaking exercises with the photocopiable communicative exercises from the Teacher's Book. Each of these can easily add 15–30 minutes of work, depending on the exercise.
- The Teacher's Book also contains ideas for extra exercises for each unit which can be used in class. These include a range of extension tasks and games that give students more practice of the target language.

The Teacher's Book provides four tests which can be completed every three units.

Option B (website material): The website (ngl.cengage.com/keynote) contains fantastic supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- Mid- and end-of-year tests
- Word versions of all the audio/video scripts and reading texts that you can 're-package' to create additional practice material or tests

Customizing *Keynote* (Elementary and Pre-intermediate) to fit a course of 120 hours

Course length to cover one level of *Keynote*: 120 hours

Assumption: The course runs 4 hrs/week x 30 weeks. One full unit 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. Please read the accompanying guide '10 ways to fast track a unit from *Keynote* (Elementary and Pre-intermediate)' which provides a detailed rationale for omitting certain lesson types or stages of lessons.

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

First week: Warm up, Lessons 1.1 & 1.2

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Speaking.

Class 2: Lesson 1.1: Listening; Communicative exercise (.1).

Class 3: Lesson 1.2: Infographic questions and grammar box. Grammar summary exercises.

Class 4: Lesson 1.2: Grammar practice exercises, Language Focus

Class 5: Lesson 1.2: Speaking, Communicative exercise (.2).

Second week: Lessons 1.3, 1.4 & Presentation (every three units)

Class 1: Lesson 1.3: Students read text in class and complete exercises.

Class 2: Lesson 1.3: Complete any remaining tasks.

Class 3: Lesson 1.4: Watch the TED talk as a class. Complete comprehension exercises.

Class 4: Lesson 1.4: Critical thinking, Vocabulary in context and Presentation skills.

Class 5: Lesson 1.5: Communicate and Writing. Presentation: Set Model presentation exercises and presentation preparation as homework. Students work in pairs to give presentation.

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

First week: Warm up, Lessons 1.1 & 1.2

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening, Speaking.

Class 2: Communicative exercise (.1), Lesson 1.2: Infographic exercises and grammar box.

Class 3: Lesson 1.2: Grammar Summary exercises, Grammar practice exercises and Language Focus

Class 4: Lesson 1.2: Speaking; Communicative exercise (.2)

Second week: Lessons 1.3, 1.4 & 1.5

Class 1: Lesson 1.3: Students read text in class and complete exercises.

Class 2: Lesson 1.3: Complete remaining exercises; Lesson 1.4: Watch the TED Talk as a class and complete exercises.

Class 3: Lesson 1.4: Complete remaining exercises.

Class 4: Lesson 1.5: Communicate and Writing. Students finish writing task for homework if necessary. Presentation (every 3 units).

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

First week: Warm up, Lessons 1.1 & 1.2

Class 1: Warm up; Lesson 1.1: Vocabulary, Pronunciation, Listening, Speaking. Communicative exercise (.1)

Class 2: Lesson 1.2: Grammar and Language Focus. Complete Grammar Summary exercises in class.

Class 3: Lesson 1.2: Complete remaining exercises in Language Focus. Speaking. Communicative exercise (.2)

Second week: Lessons 1.3, 1.4, 1.5 & Presentation (every three units)

Class 1: Lesson 1.3: Students read the text in class and complete exercises.

Class 2: Lesson 1.4: Watch the TED Talk as a class and complete exercises.

Class 3: Lesson 1.5: Communicate and Writing section. Presentation (every 3 units)

Option A (TB material):

- If time allows, add more speaking exercises with the photocopiable communicative exercises from the Teacher's Book. Each of these can easily add 15–30 minutes of work, depending on the exercise.
- The Teacher's Book also contains ideas for extra exercises for each unit which can be used in class. These include a range of extension tasks and games that give students more practice of the target language.
- The Teacher's Book provides four tests which can be completed every three units.

Option B (website material): The website (ngl.cengage.com/keynote) contains fantastic supplementary material, allowing you to tailor additional practice to the exact needs of your class:

- Mid- and end-of-year tests
- Word versions of all the audio/video scripts and reading texts that you can 're-package' to create additional practice material or tests

10 ways to 'fast track' a unit from *Keynote* (Elementary and Pre-intermediate)

1 If your main priority is **grammar and vocabulary**, prioritise the .2 lesson which focuses on grammar, the Vocabulary section in the .1 lesson, the Vocabulary in Context on the TED Talk spread (.4 lesson) and the Understanding Vocabulary section on the Reading spread (.3 lesson).

2 If your students' main need is to improve **their speaking and listening**, focus on **Listening and Speaking** sections in the .1 lessons and the TED Talk spread. Students will listen to authentic audio material and will have several opportunities to speak, including giving a presentation. Further speaking practice can be found in the Communicate section in the .5 lesson. If their main need is to improve **reading and writing**, then the .3 and second half of .5 lessons are the priority.

3 The **warm up** exercise on the unit opener page provides a lead-in to the unit and introduces students to the unit theme. For shorter lessons, you could skip this section and move straight to lesson 1.1.

4 To save time on the TED Talk spread (.4 lesson), you could ask students to **watch the talk for homework before they come to class** (the DVD is included with each Student's Book) and prepare their answer to the first exercise. This allows students time to get to grips with the talk before looking at it in detail in class. You can then go through students answers to the first exercise in class before watching the talk broken down into sections. Work through the detailed comprehension exercises together. Similarly, you could ask students to watch the **Vocabulary in context** and **Presentation skills** clips and complete the exercises at home. You can start the next lesson by checking the answers together. Students could also **prepare their own presentations at home** (when they are not required to work in pairs) and present them at the start of the next lesson.

5 One way to reduce the amount of content used in class from the **Grammar spread** (.2 lesson) is for students to **complete the Grammar summary questions** at the back of the book at home.

6 The content on the **Reading spread** (.3 lesson) can also be reduced by setting part of the page as homework. You can **set the reading text for homework** and ask students to complete some or all of the reading comprehension questions. At the next class quickly check their answers and go straight into the following vocabulary and speaking exercises.

7 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 **analyse the pronunciation syllabus and decide which points to leave out**.

8 The **Writing section** in the .5 lesson can be **set for homework**. The Writing exercises can usually be done at home, then in the next class students can work together to complete the group or pair work tasks as necessary.

9 You can also **set the Listening and Pronunciation tasks for homework**. The audio is on the DVD and can also be downloaded from the website, ngl.cengage.com/keynote. The audioscripts can be found at the back of the Student's Book. Check answers at the start of the next class. This will enable students to begin the class with the Speaking exercise.

10 The majority of the **Presentation** sections that occur after every third unit can easily be set for homework and do not have to be done in class. Students can do the Model Presentation exercises and presentation preparation at home. In the next class, students can work in pairs to give their presentations.