



### IN THIS UNIT YOU

- talk about how to get your ideas across
- read about the power of photography to change people's perspectives
- learn about how people respond to new ideas
- watch a TED Talk about the secret of giving an excellent talk
- write a review

Audience members queueing up to ask a question at the TEDSummit 2016 in Banff, Canada.

## 10A Getting ideas across

### VOCABULARY Making your point

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- Think of five different public contexts you have asked questions in. What did you ask? To who? Were you happy with the answers?
- Think of five people you often ask questions to. Can you remember the last thing you asked them? What kind of answers did you get?
- What question/s do you most hate being asked? Why?

2 Read the quiz about getting ideas across. Match the meanings (1–10) with the words or phrases in bold in the quiz. There are six words or phrases that do not match. What do these words mean?

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1 specialized vocabulary         | 6 hand or body movements           |
| 2 support                        | 7 in a few words                   |
| 3 forget my point                | 8 give more information about      |
| 4 exact                          | 9 comparisons explaining something |
| 5 say again with different words | 10 get across                      |

1 How do you check your listeners are understanding you?

- a I **make eye contact** to make sure they haven't switched off.
- b I ask questions to check they are still with me.
- c I don't. I just keep talking and hope for the best.

2 What do you do to **convey** your ideas to listeners?

- a I speak clearly and **concisely**, with examples to **back up** my ideas.
- b I avoid **jargon** and explain difficult words.
- c I use **analogies** to explain complex ideas.

3 How good are your communication skills?

- a I use **gestures** and **facial expressions** to help put my point across.
- b I vary my intonation to **engage** my listeners' **attention**.
- c I try to be open-minded and listen to others' points of view.

4 How do you react if someone misunderstands or **misinterprets** you?

- a I **rephrase** my answer using simpler and more **precise** words.
- b I **elaborate on** my point with different examples.
- c I tend to freeze and my **mind goes blank**.

5 What do you do if someone interrupts or makes an irrelevant comment?

- a I try to **stick to the point** and not get distracted.
- b I sometimes panic and **lose my train of thought**.
- c I pause to think of the best way to respond.

3 Work in pairs. Answer the questions in Exercise 2 so they are true for you. You can agree with more than one answer. Then compare your answers.

4 Listen to six extracts. Choose the correct sentence (a–f) to describe each extract (1–6). 65

- |   |  |
|---|--|
| a She/He lost her/his train of thought. | d Her/His idea was concise and to the point. |
| b Her/His mind went blank.              | e She/He rephrased her/his idea.             |
| c She/He elaborated on her/his idea.    | f She/He used jargon.                        |

5 MY PERSPECTIVE

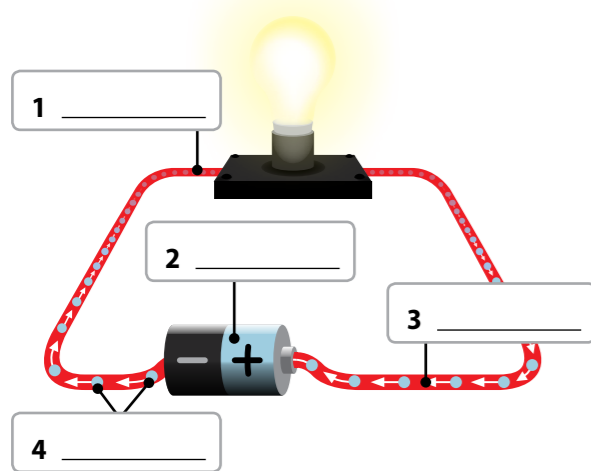
Work in pairs. Discuss the questions.

- Has your mind ever gone blank when you were trying to convey an idea? What did you do?
- How can someone convey confidence or lack of confidence non-verbally?

## LISTENING

- 6 Work in pairs. You are going to listen to Dr Emily Grossman explain how she conveys the concept of electricity to students. Before you listen, study the description of electricity, and match the underlined words to the diagram.

Electricity is a kind of energy caused by the movement of electrons, which are tiny parts of an atom, around a circuit. A circuit is a closed circular path that allows charge to move from one place to another. One way of creating electrical energy is by attaching a battery to the circuit. The flow of electricity around the circuit is called a current, and the rate of flow is measured in units called coulombs. The size of a current depends partly on the voltage of the battery; voltage refers to the amount of power in the electricity flow (and it is measured in units called joules).



- 7 Listen to the interview over the phone. Answer the questions. 66

- 1 What three tips for conveying ideas does Emily give?
- 2 What analogy does Emily use to describe electricity? What can you remember about it?
- 3 Does she think that analogies are more effective than examples or visuals?

- 8 Work in pairs. Match the elements of the analogy (1–7) with the scientific terms (a–g). Use a dictionary if you need to. Then listen to the second part of the interview again and check your ideas. 67

- |                               |   |   |           |
|-------------------------------|---|---|-----------|
| 1 stable                      | f | a | electrons |
| 2 number of horses per second |   | b | circuit   |
| 3 hairs on the horse's back   |   | c | a coulomb |
| 4 a horse                     |   | d | current   |
| 5 bales of hay                |   | e | voltage   |
| 6 number of bales of hay      |   | f | battery   |
| 7 race track                  |   | g | joules    |

- 9 Listen to the third part of the interview again. What two types of visuals does Emily mention? Why is each one effective? 68

- 10 Work in pairs. How successful was Emily's analogy for you? Do you feel you understand electricity more now?

## GRAMMAR Advanced question types

- 11 Look at the questions from the interview in the Grammar box. Can you remember the answers?

### Question forms

- How do you think people can get their ideas across most effectively?*
- Could you tell us how you use analogy to help you explain things?*
- You do what?*
- Isn't it hard to think of analogies for some situations?*
- You think analogies work better than, say, examples or visuals, do you?*

- 12 Match the questions (a–e) in the Grammar box with a question type (1–5).

- 1 a tag question
- 2 an echo question
- 3 a negative question
- 4 a polite indirect question
- 5 an indirect opinion question

- 13 Work in groups. Answer the questions.

- 1 How is the tag question in the Grammar box different from most tag questions? What answer does this expect?
- 2 How is the word order different in indirect questions from direct questions? Do they always have a question mark?
- 3 How do we make negative questions? Does the negative question in the Grammar box expect a *yes* or *no* answer?
- 4 What kind of answer do we expect to an echo question?
- 5 Is there anywhere else you could place *do you think* in the indirect opinion question?

Check your answers on page 146. Do Exercises 1–3.

- 14 Complete these questions with no more than three words. Then listen to an interview and compare your answers. 69

- 1 \_\_\_\_\_ think that gesture is international?
- 2 \_\_\_\_\_ me something about differences in the meaning of gestures?
- 3 So you'd say using the wrong gesture is all about confusion, \_\_\_\_\_?
- 4 We aren't necessarily conscious of our gestures, though, \_\_\_\_\_?
- 5 I'm sorry, \_\_\_\_\_ considered \_\_\_\_\_?
- 6 What \_\_\_\_\_ is the answer?

- 15 PRONUNCIATION Question intonation

- a Listen to the questions in Exercise 14. Does each one end with a rising or falling tone? 70
- b Listen to the questions again. Match the meanings (a–d) to the questions (1–6). You can use some more than once. 70
  - a I'm surprised by this.
  - b I really want information.
  - c I'm quite sure of this, but I'd like confirmation.
  - d I'm asking for agreement.

- 16 Listen to the interview again. Take notes on the answers to the questions in Exercise 14. 69

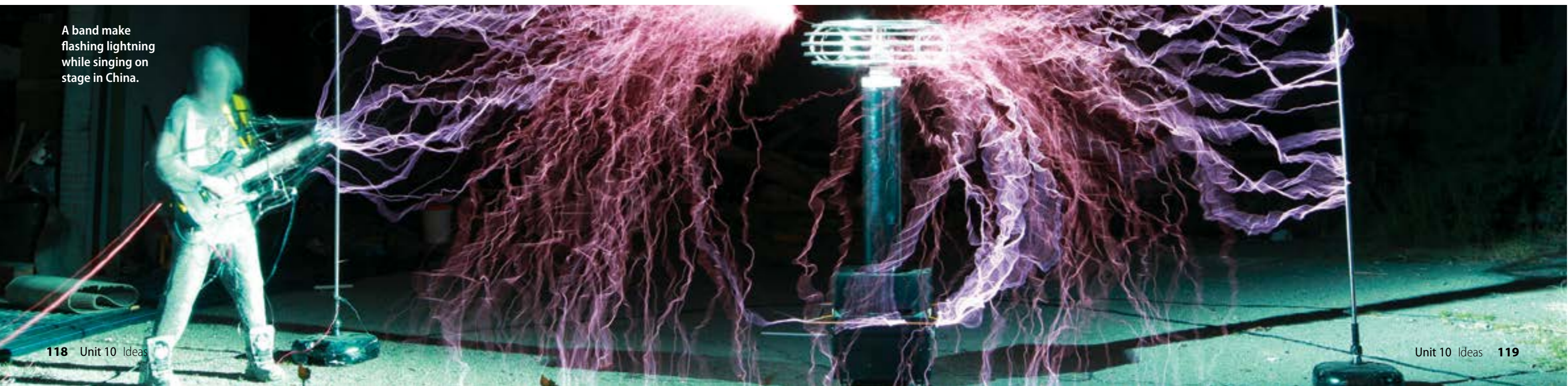
- 17 Work in pairs. Ask and answer the questions in Exercise 14 to recreate the interview.

- 18 Rewrite the sentences to make one of the question forms in Exercise 13. Use the words in brackets.

- 1 Do you use many gestures when you speak? (Can you?)
- 2 I'm sorry. I'm not sure I understand exactly what you said you did. (what?)
- 3 Why do these gestures help people to understand? (do you think?)
- 4 It's easier just to rely on speech when we explain something, surely? (Isn't?)
- 5 So, would you use fewer gestures when you talk to someone from another country? (you would)

- 19 Work in pairs. Make a list of the gestures you and people in your family frequently use when you speak, and what they mean. Then work with another pair to discuss your gestures.

A band make flashing lightning while singing on stage in China.



## 10B Iconic images

### VOCABULARY BUILDING Adjectives ending in -ful and -less

Some English adjectives end in *-ful* or *-less*, e.g. *thankful* (full of thanks), *homeless* (without a home). Some are paired, e.g. *powerful* / *powerless*, *hopeful* / *hopeless*, and some are not. We can say *skilful* (with a lot of skill) but not *skillless* and *jobless* (without a job) but not *jobful*.

- 1 Which of these words can be followed by a) both *-ful* and *-less*?, b) only *-ful*?, c) only *-less*?

doubt	event	fear	forget	fruit
heart	meaning	point	regret	tact
taste	thought	waste	worth	

- 2 Work in pairs. Tell your partner about one of the alternatives.

- 1 an *eventful* / *fruitless* journey you have made
- 2 a time when you felt *doubtful* / *regretful*
- 3 a *fruitful* / *pointless* discussion you have taken part in
- 4 a *tactless* / *meaningful* remark someone has made to you
- 5 someone you know who is *forgetful* / *thoughtful*
- 6 a place you know with *tasteful* / *tasteless* decor

### READING

- 3 Work in pairs. Look at the photo. Answer the questions.

- 1 What does the photo show?
- 2 What do you think is special about it?
- 3 Why do you think it is called 'Earthrise'?
- 4 What thoughts and feelings does the photograph inspire in you?

- 4 Read an article called *Earthrise*. Check your answers to Exercise 3, questions 1–3.

- 5 Work in pairs. Read the article again. Choose the option that is not indicated in the article.

- 1 The writer says that photographs can
  - a show beautiful and poetic images.
  - b help us see beyond our normal experiences.
  - c change our beliefs and attitudes.
- 2 The Apollo crew
  - a were the first to travel around the moon.
  - b had been told not to take photographs of the Earth.
  - c were surprised by the Earth's beauty.
- 3 The 'Earthrise' photograph
  - a was the first photo of the Earth taken on the mission.
  - b was shot without planning or preparation.
  - c showed the Earth as more meaningful than the moon.

- 4 After seeing the Earth from space, crew members
  - a immediately turned their attention to the scheduled mission items.
  - b experienced strong emotions.
  - c felt a longing to return to Earth.
- 5 'Earthrise' has become an iconic image because
  - a it was widely distributed and viewed.
  - b it showed the effects of pollution and loss of resources.
  - c it made people think of the planet in a new way.

- 6 Work in pairs. Answer the questions.

- 1 Why is 'Earthrise' described as 'ground-breaking'?
- 2 What new 'perspective' on the Earth did it give?
- 3 What practical consequences has it had?
- 4 Why did it inspire people to protect the planet?
- 5 What did you find most surprising or inspiring?

### CRITICAL THINKING Understanding quotations

Writers sometimes quote other people's opinions to back up or elaborate on their point. The words the writer uses to introduce the quotation can also persuade readers that the opinion is true. Read carefully and make up your own mind whether or not to agree with an opinion, based on the evidence presented.

- 7 Work in pairs. Answer the questions.

- 1 Read the sentences beginning 'According to ...' (line 6) and 'As National Geographic photographer ... says ...' (line 16). Which way of introducing the quotation suggests that the writer agrees with it, making it more persuasive?
- 2 Choose the option which is more persuasive.
  - a He *explains* / *suggests* that 'images speak a universal language'.
  - b She *argues* / *demonstrates* that 'photographs can transport us to other worlds'.
  - c He *says* / *points out* that 'the best images help us see our lives from a different perspective'.
- 3 Find more quotations by Lovell and Borman in paragraphs 3 and 4. How persuasively are their opinions presented? Do you agree with their opinions? Why? / Why not?

- 8 MY PERSPECTIVE

Work in pairs. How far do you agree that a picture speaks a thousand words? When are images more powerful than words? When are words more powerful? What are the pros and cons of so many images being so widely shared online?



The photo 'Earthrise' taken from the Apollo 8 spacecraft on the morning of December 24th, 1968.

## EARTHRISE

71 A picture, so the saying goes, is worth a thousand words. But in a world in which millions of photographs are taken and uploaded every minute, and we are exposed to a daily avalanche of pictures on our computer screens, what is the value of a single image? According to Martin Barnes, Senior Curator of photographs at the Victoria and Albert Museum in London, 'Great photographs are like visual poetry. They neatly capture and express a situation or emotion that transcends the everyday'. By capturing a single moment and holding it absolutely still, a photograph can convey a powerful idea in a universal language. But more than that, images can transport us to new places and help us see our lives from a different perspective. As National Geographic photographer Aaron Huey says, 'Photography has the power to undo your assumptions about the world.'

Nowhere is this more clearly illustrated than in 'Earthrise', the ground-breaking picture which, though not the first ever photo of the Earth from space, transformed people's attitudes to a world they had hitherto taken for granted. It all started on the morning of December 21st, 1968, when the crew of Apollo 8 – Frank Borman, Jim Lovell and Bill Anders – set out for humanity's first manned mission to orbit the moon. With the excitement of lunar exploration, photographs of Earth did not feature at all in the official NASA plans. Yet when, on Christmas Eve, and on their fourth orbit, the crew in their spacecraft emerged from behind the moon's dark side, they saw in front of them an astounding sight – an exquisite blue sphere hanging in the blackness of space.

'Look at that picture over there. Here's the Earth coming up. Wow! That is pretty!', exclaimed Anders. It is thought that at this point Borman snapped a

black-and-white image of the scene. 'Hey, don't take that, it's not scheduled', Anders joked. He then added, 'Hand me that roll of colour, quick.' After a brief weightless scramble to find the film, Anders shot a colour photograph. It showed the Earth as a blue planet, partially covered by white swirling clouds, and contrasting starkly with the empty backdrop of space and the dead grey lunar surface, which Borman described as 'a vast, lonely, forbidding expanse of nothing.' Looking back on the mission, Anders observed, 'I was immediately almost overcome by the thought that here we came all this way to the moon and yet the most significant thing we're seeing is our own home planet.' Borman also said that glimpsing Earth was 'the most beautiful, heart-catching sight of my life, one that sent a torrent of nostalgia, of sheer homesickness, surging through me.'

The true power of photographs lies in what is done with them after they are created. Within just a few months of the shot being taken, millions of people on Earth had seen the picture, which soon became one of the most iconic images of the century. 'Earthrise' gave a new perspective on the planet at a time of great social and political unrest; as Borman remarked, 'Raging nationalistic interests, famines, wars, pestilences don't show from that distance. From out there it really is "one world".' Moreover, many people credit the birth of the environmental movement, and the first Earth Day celebration in 1970, to this view of the planet from outer space – its smallness, fragility and vulnerability. People realized there was no other sanctuary in the solar system, so they needed to conserve Earth's resources and protect it from pollution and destruction. Lovell concluded, 'It was the most beautiful thing there was to see in all the heavens. People down here don't realize what they have'.

# 10C Ideas worth spreading

## GRAMMAR Subordinate clauses

### 1 Work in pairs. Read about new ideas. Discuss the questions.

New ideas are often met with resistance and criticism, or even rejected, when they are first proposed. For example, when Thomas Edison first had the idea of the electric lightbulb, experts in the scientific community couldn't imagine why it would ever work. Even Einstein's theory of relativity was initially ridiculed.

- Can you think of other ideas (in science, society or everyday life) that are now widely accepted but which were initially rejected?
- What can people do nowadays to gain widespread acceptance of their ideas?

### 2 Read the text. What was Ignaz Semmelweis' idea? How did he get it? Could he have done more to gain acceptance of his idea?

#### Please wash your hands

Ignaz Semmelweis, known as 'the saviour of mothers', was a nineteenth-century Hungarian physician. Having worked for a number of years as Director of Maternity Care at Vienna General Hospital, Semmelweis became concerned by the high numbers of mothers dying at the hospital shortly after childbirth. As he had noticed that fewer mothers died when giving birth in hospital wards run by midwives\*, he wondered if this might be due to infection being spread specifically by doctors at the hospital, who were working with dead bodies before delivering babies. He therefore proposed the radically simple idea that doctors should wash their hands before they delivered babies. Once implemented, this practice drastically reduced the mortality rate. However, his colleagues were offended by his idea, refusing to believe they could be responsible for the deaths of their patients. Not being able to persuade his colleagues, Semmelweis fell out with many of them and subsequently left the hospital.

Although his hypothesis was supported by the statistical analysis he conducted in the 1840s, Semmelweis did not publish his results until 1861, only a few years before his death in 1865. Later in the century, scientists such as Pasteur and Koch proved the link between germs and disease, leading to the request now repeated every day across the world: please wash your hands.

**midwives** *nurses especially trained in helping women to give birth*

### 3 Work in pairs. Look at the examples from the text in the Grammar box. Answer the questions.

#### Subordinate clauses

- a *Having worked* for a number of years as Director of Maternity Care, ...
- b ... *the high numbers of mothers dying* at the hospital ...
- c *As he had noticed* that ...
- d ... *fewer mothers died when giving* birth in hospital wards *run* by midwives
- e ... *doctors should wash their hands before* they *delivered* babies.
- f *Once implemented*, this practice drastically reduced the mortality rate.
- g ..., *refusing* to believe they could be responsible for the deaths of their patients.
- h *Not being able* to persuade his colleagues, ...

- 1 Which examples are participle clauses? What is the difference between these and the other clauses?
- 2 Which of the participle clauses are active? Which are passive? What is the rule?
- 3 Which example is negative? How do we make participles negative?
- 4 Which participle indicates the past?
- 5 Which ones are reduced relative clauses?
- 6 Which notions (e.g. purpose, contrast) do clauses c and e express? Do the participle clauses express notions?

Check your answers on page 146. Do Exercises 4–6.

### 4 Work in pairs. Delete the incorrect option in the sentences. Do the other two options mean the same?

- 1 *Having worked* / *Because he had worked* / *Worked* as a physician, Semmelweis noticed that many mothers were dying after childbirth.
- 2 *Offended* / *Having offended* / *Being offended* by his idea, people rejected it as untrue.
- 3 His colleagues refused to wash their hands, not *realizing* / *having realized* / *realized* the danger.
- 4 *Discouraging* / *As he was discouraged* / *Discouraged* by the hostile reception to his views, he left the hospital.
- 5 The idea of handwashing being necessary, *once discovered* / *once discovering* / *having been discovered*, was here to stay.
- 6 *Proved* / *Being proved* / *Once proved* by scientific evidence, the link between germs and disease was widely accepted.

### 5 Complete the biography of an innovative businesswoman with the verbs in brackets in the correct form. There may be more than one correct form.

Born and (1) \_\_\_\_\_ (raise) in Monterrey, Mexico, Blanca Treviño is one of Latin America's most well-known business innovators. (2) \_\_\_\_\_ (study) computer science in Monterrey, she joined Softtek, the Mexican IT company, which, (3) \_\_\_\_\_ (lead) by Treviño as its President, has become the most prominent IT company in Latin America, now also (4) \_\_\_\_\_ (enjoy) success in the United States. (5) \_\_\_\_\_ (promote) both Latin American information technology and women in business, Treviño has become a well-known speaker at international conferences, and also once (6) \_\_\_\_\_ (feature) in CNN's 'Leading Women' series. Now (7) \_\_\_\_\_ (know) beyond her home country, Treviño has been identified by several media publications as one of the most influential executives in Latin America.

### 6 Work in pairs. Discuss in what ways Blanca Trevino has been innovative. What obstacles do you think a female in business or science faces?

### 7 Work in pairs, A and B. Student A look at the A prompts, and student B look at the B prompts. Using the prompts and any other information you can find, write 'The story of an idea'. Then read your story to your partner. What are the similarities and differences?

- A discovery of penicillin – Alexander Fleming / returned from holiday / accidentally left dish with bacteria open / green mould growing / bacteria hadn't spread / mould not poisonous / turned into penicillin / saved many lives
- B how Cornflakes came about – Dr John Kellogg / worked in US hospital / patients on strict diets and bland food / Kellogg cooked wheat / left for too long / went stale / not much money for meals / flattened wheat and toasted it / served to patients / proved very popular

### 8 CHOOSE

- 1 Research a famous 'person of ideas', for example Albert Einstein, Mary Wollstonecraft, King Sejong, Muhammad Yunus, Ellen Ochoa or somebody you are interested in. Then make a poster, including a short description of their lives and the development of their ideas.
- 2 Write a short story called 'A change of mind'. Answer these questions. Work in pairs. Read your story to your partner.  
Who had the idea? What was it? Why was it good? How did they pursue it? Why did they change their mind? What happened? What was the final result?
- 3 Work in pairs. Think of an idea that people disagree about nowadays, for example the effects of climate change or the use of animals in science. Make notes about the idea. Then discuss it with another pair.

Blanca Treviño, President of Mexican IT company, Softtek.



# 10D TED's secret to great public speaking

“ Ideas are the most powerful force shaping human culture. ”

CHRIS ANDERSON

Read about Chris Anderson and get ready to watch his TED Talk. ▶ 10.0

## AUTHENTIC LISTENING SKILLS

### Collaborative listening

Often when you listen, you aren't on your own. People naturally discuss what they have just heard because it is common for different members of an audience to hear and remember different things. By comparing notes and reactions, you can find that as a group you've understood something better than any one individual.

- 1 Look at the Authentic listening skills box. Then listen to the beginning of the TED Talk and make notes. ▶ 72
- 2 Work in pairs. Compare your notes on these points:
  - references to ways of giving a TED Talk.
  - references to Chris's experience.
- 3 Compare your notes. Listen again and check. ▶ 72
- 4 Listen to another extract from the talk without taking notes. Then compare what you heard in your groups. Did you remember the same information? Listen again and check. ▶ 73

## WATCH

- 5 Watch Part 1 of the talk. Make notes to answer the questions. ▶ 10.1
  - 1 What is the danger of trying to follow a fixed formula?
  - 2 What 'gift' do successful speakers give their audience?
  - 3 What do Haley's and the listeners' brains have in common?
  - 4 What are the components of the idea in Haley's mind?
  - 5 How is Haley's idea 'teleported' into people's minds?
  - 6 How does Chris define 'an idea'?

- 6 Watch Part 2 of the talk. Match the speakers (1–3) with their topic (a–e). There are two that you do not need. ▶ 10.2
  - 1 Sir Ken Robinson
  - 2 Elora Hardy
  - 3 Chimamanda Adichie
  - a an innovation in construction
  - b the importance of literature
  - c understanding cultural complexity
  - d how to raise stronger children
  - e how to improve schools
- 7 Complete the summary with no more than three words in each gap. Watch Part 2 again to check. ▶ 10.2  
Chris Anderson says that everyone's mind contains many ideas which are (1) \_\_\_\_\_ to create an individual (2) \_\_\_\_\_. The different (3) \_\_\_\_\_ of this make people react and see things differently, so they need to be very (4) \_\_\_\_\_. It is important to convey ideas clearly because they can (5) \_\_\_\_\_ the way people understand reality, and (6) \_\_\_\_\_ both their behaviour and civilization as a whole.
- 8 Work in pairs. What do you think are the four key ingredients for a TED Talk? Watch Part 3 of the talk to check. ▶ 10.3
- 9 Watch Part 3 of the talk again. Choose the correct option in the guidelines Chris gives. ▶ 10.3
  - 1 You should focus on *a single idea / a few important ideas*.
  - 2 It's helpful to *elaborate on / check the audience understand* your main idea.
  - 3 You should *present your idea logically / help listeners realize what they don't know*.

- 4 You should *explain your concepts carefully / build on the audience's current understanding*.
  - 5 Metaphors can *be very helpful / sometimes be confusing*.
  - 6 It's a good idea to *edit your talk carefully beforehand / rehearse your talk*.
  - 7 An idea worth sharing is *practical for / relevant to* your audience.
  - 8 A good idea is one that *inspires large or small changes / changes everything*.
- 10 Work in pairs. Discuss the degree to which you think Chris includes the four key ingredients in his own talk. Can you think of examples of the way in which Chris follows the advice summarized in Exercise 9? Try to find examples for each point mentioned. Are there any points mentioned that you don't feel he addressed?
- 11 VOCABULARY IN CONTEXT
    - a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 10.4
    - b Think of an example of the following things. Then work in pairs and compare your examples.
      - 1 the elements that *make up* a good story
      - 2 a piece of news or an event you found *startling*
      - 3 a time when someone *saw through* your excuse
      - 4 how you might *bridge the communication gap* when speaking to someone who doesn't speak your language

## 12 MY PERSPECTIVE

Look back at the TED Talks you have seen in this course. Choose your favourite talk. Work in pairs. Explain why you have chosen that talk.

### CHALLENGE

Look at the strategies for giving a good presentation. Choose the five you consider to be the most important, and think about how to justify your ideas.

- Keep it short and simple.
- Think about your audience.
- Use visual aids (pictures, objects, charts or slides with key phrases).
- Anticipate questions.
- Rehearse and time your presentation.
- Speak at a normal speed and volume.
- Look at the audience and vary your eye contact.
- Vary your intonation.
- Explain key words.
- Check understanding.
- Relax and be aware of your body language.
- Use gestures to help explain your ideas and connect with the audience.

Work in groups and compare your ideas.

# 10E Changing perspectives

## Useful language

### Introducing your presentation

*I'm going to talk to you / tell you about ...*

*I want to share with you ...*

### Starting

*Put your hands up ...*

*I want to start by asking ...*

*So, let's start by looking at ...*

### Highlighting important points

*Now, ...*

*So, why / what ...? Well, ...*

*As you can see, ...*

*The really interesting / strange thing is that ...*

*And / But more than that, ...*

### Finishing

*Well, that's it.*

*Thank you for your attention.*

*If you have any questions, I'll do my best to answer them.*

*Are there any questions?*

## SPEAKING

1 Work in pairs. Discuss the questions.

- Have you ever kept a diary? What did you write about? When did you write it? Do you still write it?
- What could be the rewards and challenges of keeping a diary?

2 Listen to a talk about keeping a diary. Answer the questions. 74

- 1 How does the speaker engage the audience's attention and interest?
- 2 Label the sections of the presentation (a–c) in the order you hear them (1–3).
 

<b>a</b> research on keeping a diary	<b>c</b> the writer's first diary
<b>b</b> a life-changing experience	

3 Work in pairs. Discuss what you can remember about each section. Then listen again to check your ideas and add more information. 74

4 Match the signpost expressions (1-7) with their uses (a-f). You can use one more than once.

- |                                  |   |
|----------------------------------|---|
| 1 Turning now to (research), ... | <b>a</b> to give an example               |
| 2 To elaborate on that, ...      | <b>b</b> to start a new section           |
| 3 To expand a little on that ... | <b>c</b> to return to an earlier point    |
| 4 To digress for a moment, ...   | <b>d</b> to repeat the main points        |
| 5 To go back to (my diary), ...  | <b>e</b> to talk about an unrelated topic |
| 6 To summarize, ...              | <b>f</b> to give more information         |
| 7 To illustrate that, ...        |   |

5 **PRONUNCIATION** *to*

Listen to the expressions in Exercise 4. How does the speaker pronounce *to* in each one? What is the rule? Listen again and repeat. 75

6 Plan a presentation. Follow this procedure.

- 1 Think of an experience you have had, which has changed your perspective.
- 2 Decide on the content for your talk, and structure it clearly. Use the four criteria suggested by Chris in the TED Talk. Use expressions from the Useful language box.
- 3 Think of a good opening line.

7 Work in groups. Give your presentations. Ask questions at the end.

## WRITING A review

8 Work in pairs. Talk about a concert, play or sports event you have been to that made an impression on you. What made it special?

9 Read the review of a concert on page 154. How did the concert change the writer's perspective on life, and why?

10 **WRITING SKILL** Reference

Like *the*, you can use *this* or *these* to refer back to something you have just mentioned (e.g. *this* in line 9 refers back to *a new song*). *This*, *these* and *such / such a(n)* (meaning *of this kind, or like this*) can also be followed by a summarizing noun, e.g. *these musicians* refer back to the group 4.40, and *such versatility* refers back to Guerra's musical abilities.

Work in pairs. Complete the sentences with *this*, *these* or *such* followed by these summarizing nouns.

classic songs   concert   encore   energy   solos   stage presence

- 1 I was struck by the young soloist's confidence and rapport with the audience. \_\_\_\_\_ is rare in a performer of his age.
- 2 After finishing the set, the band returned and played two more songs. \_\_\_\_\_ lasted over fifteen minutes.
- 3 The singer left the stage while the drummer and guitarist each played for several minutes. \_\_\_\_\_ were greeted with loud applause.
- 4 The band played non-stop for four hours – I don't know where they found \_\_\_\_\_.
- 5 I saw the group live two years ago. \_\_\_\_\_ was their first gig in this country.
- 6 The audience were singing along to old favourites. \_\_\_\_\_ included hits from their first album.

11 Write a review, based on the ideas you discussed in Exercise 8. Use the expressions in the Useful language box.

## Useful language

### Giving background details

*The concert was held / given ...*

*The play starred ... / was put on by ...*

### Describing the effect of the performance

*The band energized / thrilled the audience.*

*The actor gave a powerful / electric performance.*

*The audience was moved to tears.*

### Evaluating the performance

*Highlights included ... / For me the highlight was ...*

*The most impressive aspect of the performance was ...*

*A disappointing feature of the concert was ...*

*It was an unforgettable concert.*

*I came away feeling ...*

*It is well worth seeing.*



Singer Juan Luis Guerra performs onstage during the 16th Latin GRAMMY Awards in Las Vegas, Nevada.