That’s why ideas really matter. If communicated properly, they’re capable of changing, forever, how someone thinks about the world, and shaping their actions both now and well into the future. Ideas are the most powerful force shaping human culture.

— Chris Anderson, TED Curator

From the TED Talk: TED’s secret to great public speaking

**Keynote teaches learners to communicate ideas powerfully in English.**

National Geographic Learning is partnering with TED in English Language Teaching, providing curious minds with authentic, compelling classroom materials.

The TED Talks selected for Keynote are fascinating, level-appropriate, and supported by a one-of-a-kind curriculum. They are carefully segmented and used as springboards for language learning. TED Talks are used to:

- Explore 21st century ideas
- Introduce the unit topic
- Teach reading and vocabulary skills
- Develop critical thinking skills
- Demonstrate best practices in presenting and communicating

Engaging and authentic TED Talks drive an integrated-skills syllabus alongside 21st century outcomes like communication, collaboration, creativity, and critical thinking.

Additional real-world content presented through readings, infographics, and interviews motivates learners to engage with language meaningfully.

Videos recorded especially for Keynote provide additional authentic listening opportunities through interviews with real people from around the world including musicians, students, journalists, and National Geographic explorers.

**Inspiring communication**

Featuring remarkable people communicating passionately and persuasively, TED Talks provide inspiring ideas and an unparalleled source of authentic language. Keynote invites learners to explore life-changing stories for a deeper understanding of the world, developing the confidence and skills needed to express themselves powerfully and proficiently in English.

This is one of my favorite photos... I like it because it shows how wonderful my country is.

— Hannah Reyes

Videos recorded especially for Keynote provide additional authentic listening opportunities through interviews with real people from around the world including musicians, students, journalists, and National Geographic explorers.

**PRESENTATION SKILLS** Paraphrasing key points

When giving a presentation, spoken often paraphrase the key points to make sure the audience understands. When you paraphrase, you repeat the same point but use different words.

In some ways, it feels very much like I’m a potter, that we build the things that are at our wheel, use _________ with the  ________ that we have to think about this next bowl that I want to make.

Unique presentation sections based on best practices demonstrated by TED speakers teach transferable strategies that develop fluency, confidence, and compelling delivery.
UNIT GOALS

In this unit, you will ...
• describe neighborhoods.
• read about someone who is using art to improve neighborhoods.
• watch a TED Talk about making positive changes in a neighborhood.

WARM UP

1 How do you think Gates did with the building?
2 Does your neighborhood have many empty old buildings? Why or why not?
LISTENING The neighborhood where I grew up

Craig Albrightson is talking about his hometown in South Africa. Watch and circle the topics he mentions.

- green space
- crime
- housing
- traffic
- nightlife
- public transportation
- neighbors jobs

Watch again. Complete the chart with words from A. Add any extra details you hear.

Pros Cons

CRITICAL THINKING Evaluating
Does Albrightson generally like or dislike his neighborhood?

SPEAKING Talking about your neighborhood

A: I hear you moved to a new place. apartment / house
B: Yeah, I did. I moved last month.
A: So how do you like your neighborhood?
B: Well, it’s OK. The streets are really clean and there are a lot of parks nearby, but the traffic is really heavy. stores / restaurants
A: Yeah? Maybe you should take the train.
B: I thought about it, but I heard it’s not very reliable.
A: So why don’t you buy a bike? It’s good exercise. how about buying / why not buy
B: Yeah, that’s a good idea. I’ll think about it. not a bad idea / a great idea

Practice the conversation with a partner. Practice again using the words on the right.

Think about your neighborhood. What are its pros and cons? Write notes in the chart. Work with a partner. Share what you like and don’t like about your neighborhood.

Pros Cons
Match the sentence parts to make suggestions.

1. You should \[\text{walk alone at night.} \text{ It’s not safe.}\]
2. Why don’t you \[\text{check out the local nightlife together sometime.}\]
3. How about \[\text{get a bike and use the bike lanes?}\]
4. You shouldn’t \[\text{planting some flowers to make your yard prettier?}\]
5. Let’s \[\text{use public transportation so that you can save money.}\]

Circle the correct words in the conversation. Listen and check your answers.

A: I really like living in Ottawa, but I don’t like where we live now.
B: I know what you mean. Well, how about \[\text{1 (find/finding) a new neighborhood?}\]
A: Yeah. We could \[\text{2 (move/moving) downtown. The shopping is great there.}\]
B: Yeah, but housing isn’t very affordable. Maybe we could \[\text{3 (move/ moving) near the Greenbelt.}\]
A: That’s not a bad idea. I have a few friends in that area.
B: Great. Why don’t you \[\text{4 (ask/asking) them what it’s like?}\]

Complete each suggestion with your own ideas.

1. A: I want to live in a fun, exciting part of the city.
   B: You should \[\text{?}\]
2. A: I’d love to move to an area with a lot of green space.
   B: Maybe you could \[\text{?}\]
3. A: I want to find a cheap apartment downtown as quickly as possible.
   B: Why don’t you \[\text{?}\]

Read the descriptions below. Three people are moving to your city and are looking for a suitable neighborhood.

<table>
<thead>
<tr>
<th>Neighborhood</th>
<th>John</th>
<th>Makiko</th>
<th>Miguel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brentwood</td>
<td>“I’m a student, and I’d like a quiet neighborhood with affordable housing. I want to live near the university. It would be nice to have some green space or a park nearby.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crestview</td>
<td>“I just started a job in the city, so I’d like to live in a fun neighborhood close to downtown with good public transportation. I want to be close to nice cafés and restaurants.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Woodlands</td>
<td>“I’m an artist and would like to live in an older part of the city. I’d love to find a place with huge rooms for my studio. I don’t have much money, so it needs to be affordable.”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Work with a partner. Recommend a neighborhood in your city that would be suitable for each of the people above. Give reasons for your recommendations.

I think John should live in Rochworth. It’s quiet, cheap, and near the university. Good idea. Maybe he could live in Whitdale. There are a lot of parks.
Theaster Gates’s first art project in the UK saw nonstop musical performances held in the ruins of an old church.
How to revive a neighborhood

Theaster Gates decided to tackle his Chicago neighborhood’s problems by reshaping and reimagining abandoned buildings. His idea worth spreading is that art can be a force for social change, bringing new life to buildings, neighborhoods, and entire cities.

PREVIEWING

Read the paragraph above. Choose the correct meaning of each bold word. You will hear these words in the TED Talk.

1. When you **tackle** a problem, you (**ignore**/deal with) it.
2. To **reshape** something means to (**make a copy**/change the structure) of it.
3. An **abandoned** building is one that the owner (**left**/just bought).

VIEWING

A 10.9 Watch Part 1 of the TED Talk. What problem in his neighborhood does Gates talk about?

- a high crime
- b vacant buildings
- c not many jobs

B 10.10 Watch Part 2 of the TED Talk. Put the events in the order they happened. One option is extra.

- a Gates renovated the building.
- b Gates bought other buildings.
- c Gates got a new job to earn money.
- d Gates began to sweep as a kind of performance art.
- e People started to come to Gates’s building.
- f Gates used the building to stage exhibitions.

C 10.11 Watch Part 3 of the TED Talk. Circle the correct option to complete each sentence.

1. The Arts Bank project was difficult to finance because (**no one was interested in the neighborhood**/the costs were very high).
2. The Arts Bank is now used as a (**free school for adults**/place for exhibitions and performances).
3. Gates is now (**giving advice to others**/doing art exhibitions) around the country.

D CRITICAL THINKING

Interpreting Look at the diagram from Gates’s TED Talk. What does it show? Choose the correct option.

- a how Gates’s project faced difficulties
- b how Gates’s project grew in size
- c how news about Gates’s block spread

VOCABULARY IN CONTEXT

10.12 Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

PRESENTATION SKILLS Paraphrasing key points

When giving a presentation, speakers often paraphrase their key points to make sure their audience understands. When you paraphrase, you repeat the same point but use different words.

A 10.13 Watch part of Theaster Gates’s TED Talk. Complete the sentence with the words you hear. Notice how Gates paraphrases his key point.

"In some ways, it feels very much like I’m a potter, that we tackle the things at our wheel, we ______ with the ______ that we have to think about this next bowl that I want to make."

B Match the phrases below to make sentences from Gates’s TED Talk.

1. "It was dirt. It was nothing.  
   ○ ○ a how to start with the things that are in front of you."
2. "We tricked it out.  
   ○ ○ b It was nowhere."
3. "We brought some heat,  
   ○ ○ c We made it as beautiful as we could."
4. "How to start with what you got,  
   ○ ○ d ... we kind of made a fire."

C Write a sentence to paraphrase each of the points below. Compare your ideas with a partner.

1. The most important thing about a neighborhood is safety.

2. My neighborhood is really green.
10E A better neighborhood

COMMUNICATE Planning neighborhood improvements

A A city has some problems in one of its neighborhoods, and many of the residents are unhappy. You have been asked by the local government to plan some changes to solve the problems. Turn to page 146, look at the map, and read about the problems.

B Work in a group. Brainstorm ideas together and choose the best suggestions to make a plan. Sketch the changes you want to make on the map.

C Work with a member from another group. Explain the changes that your group wants to make. Did you have any different ideas?

WRITING Creative suggestions

Imagine your town or city wants to renovate a large old building downtown. The local government has set up a website to ask the community to suggest creative ideas for how to use the building. Write some suggestions to post on the website.

I have a good idea for how to use the building. We could turn it into an eco-aquarium. We could include endangered species from around the world and power the whole place with solar energy ...
The Complete *Keynote* Series

### Levels 1–4: For the Student

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<th>Component</th>
<th>Description</th>
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<td>Student Book</td>
<td>The complete, twelve-unit student book features the core instruction for this integrated-skills course.</td>
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<tr>
<td>My Keynote Online</td>
<td>A personalized learning path provides reinforcement activities tied to the student book that adapt to meet unique learner needs along with point-of-use access to the video, the audio, and the student eBook.</td>
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<tr>
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<td>Reinforcement activities for all of the skills taught in the student book, with additional listening, pronunciation, and writing practice.</td>
</tr>
<tr>
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<td>A comprehensive tool featuring the answer keys for the student book and workbook, teaching tips, cultural and content support, point-of-use expansion activities, supplementary quizzes and communicative activities, audio and video scripts, and access to the downloadable Classroom Presentation Tool.</td>
</tr>
<tr>
<td>Audio and Video Package</td>
<td>Contains all of the audio and video for classroom use.</td>
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<tr>
<td>Assessment CD-ROM with ExamView®</td>
<td>Creates tests and quizzes tied to the student book quickly and easily.</td>
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### Advanced and Proficient Levels: For the Student

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<tr>
<td>Online Workbook</td>
<td>Reinforcement activities for all of the skills taught in the student book with automatic feedback and access to the videos and audio.</td>
</tr>
<tr>
<td>Print Workbook with Audio CD</td>
<td>Reinforcement activities for all of the skills taught in the student book with additional listening opportunities.</td>
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### Advanced and Proficient Levels: For the Teacher

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