

# Keynote 2

SECOND EDITION  
Pre-Intermediate



**ON THE COVER**

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A tour guide escorts visitors at Sandoval Lake,  
Tambopata National Reserve, Peru.

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**Keynote 2, Second Edition**  
**David Bohlke**

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# Topics and Featured Talks

## 1 Family Connections

*The World's Largest  
Family Reunion ...  
We're All Invited!*

**A.J. Jacobs**  
**TED Talk**



## 6 Inspired!

*How a Boy  
Became an Artist*  
**Jarrett Krosoczka**  
**TED Talk**



## 2 Shared Interests

*How Global Virtual  
Communities Can  
Help Kids Achieve  
Their Dreams*

**Matthew Garcia**  
**TED Talk**



## 7 Cities and Communities

*It's Our City.  
Let's Fix It*  
**Alessandra  
Orofino**  
**TED Talk**



## 3 Our Shared Planet

*Why I Love Vultures*  
**Munir Virani**  
**TED Talk**



## 8 Lifestyle Choices

*How to Feng Shui  
Your Fridge—and  
Other Happy  
Climate Hacks*  
**Jiaying Zhao**  
**TED Talk**



## 4 Stories and Storytelling

*Principles of  
Storytelling*  
**Lillygol Sedaghat**



## 9 Sports and Games

*Esports, Virtual  
Formula 1 and the  
New Era of Play*  
**James Hodge**  
**TED Talk**



## 5 Across Cultures

*Communicating  
Across Cultures*  
**Jessica Chen**



## 10 Curiosity and Discovery

*How We Unearthed  
the Spinosaurus*  
**Nizar Ibrahim**  
**TED Talk**



# Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
<b>1 Family Connections</b> 	Extended family	A video about a family history  <b>Pronunciation:</b> Syllable stress	Describing family relationships	Simple present statements  Simple present questions	
<b>2 Shared Interests</b> 	Hobbies and interests	A video about an unusual hobby	Expressing likes and dislikes	Infinitives and gerunds  Clauses with <i>when, before, and after</i>  <b>Pronunciation:</b> Reduction of <i>to</i>	
 CAREER SKILLS 1: Collaboration <span style="float: right;">• Watch a video about collaboration</span>					
<b>3 Our Shared Planet</b> 	How to raise awareness	A talk about a viral social media campaign	Agreeing and disagreeing	Present continuous  Simple present vs. present continuous  <b>Pronunciation:</b> <i>-ing</i> sound	
<b>4 Stories and Storytelling</b> 	Stories	A video about how explorers use storytelling in their work	Talking about preferences	Simple past  Past continuous vs. simple past	
 CAREER SKILLS 2: Media Literacy <span style="float: right;">• Watch a video about media literacy</span>					
<b>5 Across Cultures</b> 	Body language and gestures	People's experiences with cultural misunderstandings	Guessing meaning	<i>It's</i> + adjective / noun phrase + infinitive  Modals <i>have to, don't have to, should, and shouldn't</i>	

## Review 1: Units 1-5

	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about how we are all connected</p> <p><b>Critical Thinking:</b> Interpreting quotes</p> <p><b>Presenting:</b> Personalizing a presentation</p>	<p>An article about genealogy</p>	<p>Planning a family-friendly work event</p> <p><b>Language:</b> Making and responding to suggestions</p>	<p>An informal email invitation</p>
	<p>A talk about a virtual nonprofit organization</p> <p><b>Critical Thinking:</b> Analyzing statistics</p> <p><b>Presenting:</b> Speaking with confidence</p>	<p>An article about passion communities</p>	<p>Starting an activity club</p> <p><b>Language:</b> Asking for clarification</p>	<p>An ad for an activity club</p>
<p>• Watch four coworkers having a video call</p>		<p>• Collaborate to plan a party</p>		
	<p>A talk about the importance of saving vultures</p> <p><b>Critical Thinking:</b> Reflective thinking</p> <p><b>Presenting:</b> Signposting with questions</p>	<p>An article about a famous baby dugong</p>	<p>Drawing attention to an issue</p> <p><b>Language:</b> Offering to do something</p>	<p>A video storyboard</p>
	<p>A talk about storytelling</p> <p><b>Critical Thinking:</b> Synthesizing information</p> <p><b>Presenting:</b> Closing a presentation</p>	<p>An article about how to tell a good story</p>	<p>Telling a story</p> <p><b>Language:</b> Expressing a speaker's attitude</p> <p><b>Pronunciation:</b> Stressing words for emphasis</p>	<p>A short story</p>
<p>• Listen to a podcast about news stories</p>		<p>• Evaluate an online ad or news story</p>		
	<p>A talk about intercultural communication</p> <p><b>Critical Thinking:</b> Relating information to personal experience</p> <p><b>Presenting:</b> Providing background information</p>	<p>An article about traveling with an open mind</p>	<p>Making small talk</p> <p><b>Language:</b> Starting small talk</p> <p><b>Pronunciation:</b> Linking sounds with /w/ and /y/</p>	<p>An informal email giving cultural advice</p>

# Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
<b>6 Inspired!</b> 	Positive adjectives to describe people	A video about an astronaut	Making adjectives stronger	Defining relative clauses Reported speech <b>Pronunciation:</b> Pausing between thought groups	
<b>7 Cities and Communities</b> 	Features of a city	A video about six interesting cities	Moving on to a new topic	Non-separable phrasal verbs Separable phrasal verbs <b>Pronunciation:</b> Stress in phrasal verbs	
 CAREER SKILLS 3: Critical Thinking <span style="float: right;">• Watch a video about critical thinking</span>					
<b>8 Lifestyle Choices</b> 	Food <b>Pronunciation:</b> Silent syllables	A supermarket survey about people's shopping habits	Reporting survey results	<i>Will</i> for predictions First conditional	
<b>9 Sports and Games</b> 	Sports collocations	People's opinions about sports	Talking about sports and games	Present perfect Present perfect vs. simple past	
 CAREER SKILLS 4: Managing Stress <span style="float: right;">• Watch a video about stress management strategies</span>					
<b>10 Curiosity and Discovery</b> 	Discoveries	A video about an archeologist's discovery	Reaching agreement	Present passive Past passive	

## Review 2: Units 6–10

161 Grammar Reference 171 Language Tips and Strategies 178 Global Englishes 180 Extra Activities

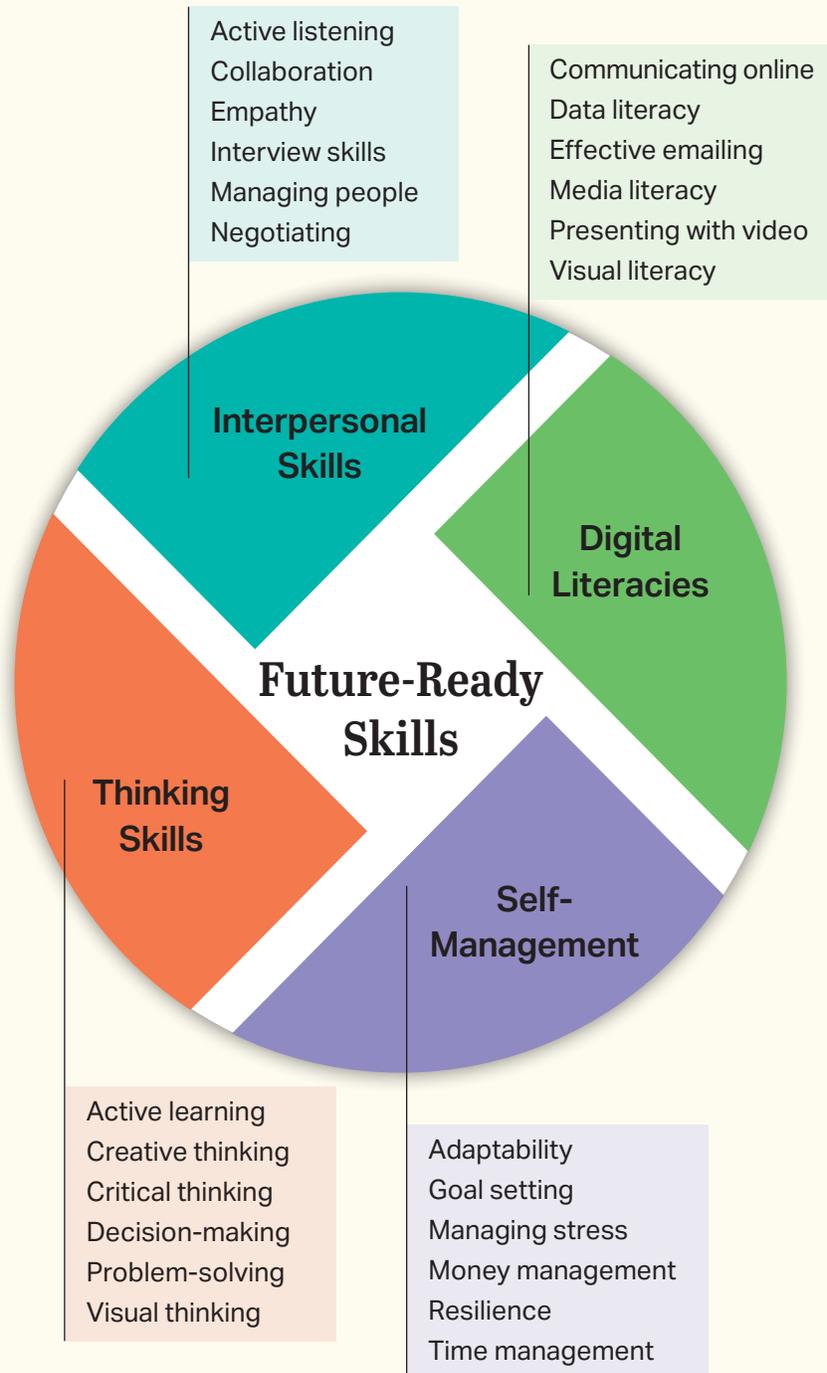
	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about what inspired an author's career</p> <p><b>Critical Thinking:</b> Making inferences</p> <p><b>Presenting:</b> Using your voice effectively</p>	<p>An article about inspirational art</p>	<p>Seating guests at a dinner party</p> <p><b>Language:</b> Offering an alternative</p>	<p>A social media post</p>
	<p>A talk about how technology can help solve city problems</p> <p><b>Critical Thinking:</b> Analyzing problems and solutions</p> <p><b>Presenting:</b> Using anecdotes</p>	<p>An article about a community improvement program</p>	<p>Designing an app</p> <p><b>Language:</b> Giving examples</p>	<p>A city guide</p>
		<p>• Listen to people's ideas for an abandoned building</p>		<p>• Evaluate ideas for a community space</p>
	<p>A talk about reframing climate action</p> <p><b>Critical Thinking:</b> Inferring meaning from context</p> <p><b>Presenting:</b> Calling others to action</p>	<p>An article about an alternative protein source</p>	<p>Taking a survey</p> <p><b>Language:</b> Taking turns speaking</p>	<p>A formal email proposing a change</p>
	<p>A talk about the rise of esports</p> <p><b>Critical Thinking:</b> Comparing and contrasting</p> <p><b>Presenting:</b> Using video</p>	<p>An online discussion board about fairness in sports media coverage</p>	<p>Having a debate</p> <p><b>Language:</b> Presenting an argument</p> <p><b>Pronunciation:</b> Reduced forms in questions</p>	<p>A short biography of a famous person</p>
		<p>• Watch a conversation about stress at work</p>		<p>• Suggest ways to deal with stressful situations</p>
	<p>A talk about a dinosaur discovery</p> <p><b>Critical Thinking:</b> Speculating</p> <p><b>Presenting:</b> Helping your audience visualize</p>	<p>An interview with a paleontologist</p>	<p>Role-playing a museum tour</p> <p><b>Language:</b> Offering possible explanations</p> <p><b>Pronunciation:</b> Intonation in questions</p>	<p>A news story</p>

# Future-Ready Skills IN Keynote

*Keynote* 2nd edition not only helps you build English language knowledge and skills; it also helps you develop a range of future-ready skills. These are transferable skills that can help you adapt to situations and challenges you may face in professional, personal, and academic settings.

Each level of *Keynote* also has four new **Career Skills** lessons. Each lesson takes an in-depth look at a specific future-ready skill in a context relevant to the modern workplace.

Across six levels, *Keynote* covers **24** of the most **in-demand skills** according to today's employers.



# Family Connections

# 1



Oakland, U.S.

## In this unit, you will ...

- explore family relationships and talk about people in your family
- watch a TED Talk about researching family ties
- read an article about genealogy
- plan a family-friendly work event
- write an informal email invitation

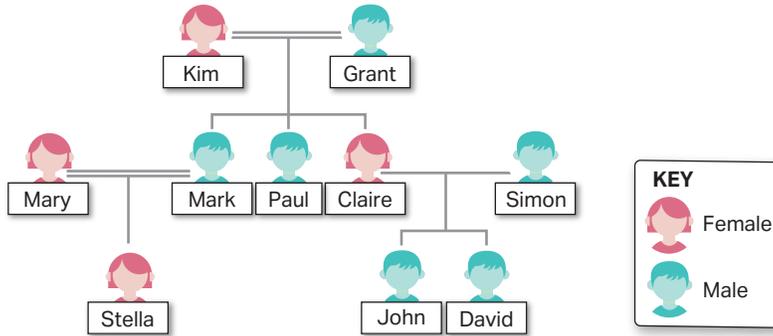
## Warm Up

Discuss the questions with a partner.

- 1 The photo shows a father and his daughters playing in the grass at a park. How do you think the people in the photo feel?
- 2 What activities do you and your family enjoy doing together?
- 3 In what way(s) have family relationships changed in the last few decades?

## Vocabulary Extended family

- A  1.1 Look at the family tree. Complete the sentences using the words in the box. Then listen and check.



brother-in-law

cousin

grandchild

grandfather

mother-in-law

nephew

niece

son-in-law

- 1 Kim is Mary's \_\_\_\_\_.
- 2 Stella is John's \_\_\_\_\_.
- 3 Grant is John's \_\_\_\_\_.
- 4 Simon is Kim's \_\_\_\_\_.
- 5 John is Grant's \_\_\_\_\_.
- 6 Simon is Paul's \_\_\_\_\_.
- 7 Stella is Claire's \_\_\_\_\_.
- 8 David is Mark's \_\_\_\_\_.

- B Write some sentences describing how you are connected to people in your family. Then read your sentences to a partner.

Rafael is my brother-in-law. He's my sister's husband.



## Viewing

- C** ▶ 1.1 Watch Ken Lejtenyi talking about his family history. Circle the countries that he mentions.

Canada	Ecuador	Germany	Hungary	Italy
Japan	Romania	Singapore	the United Kingdom	the United States

- D** ▶ 1.1 Watch again. Complete the sentences with a country from Exercise C.

- 1 Lejtenyi's mother was born in \_\_\_\_\_.
- 2 His father grew up in \_\_\_\_\_.
- 3 His parents met in \_\_\_\_\_.
- 4 His sister lives in \_\_\_\_\_.

- E** How much do you know about your family history? Where were your grandparents born? Discuss with a partner.

- F** 🔊 1.2 Look at the Pronunciation Tip. Then underline the stressed syllable in each nationality below. Listen to check your answers.

- 1 Italy → Italian
- 2 Ecuador → Ecuadorian
- 3 Japan → Japanese

### TIP

#### Pronunciation

##### Syllable stress

It's important to know what syllable is stressed in words. The stress in the names of some countries changes when the country becomes a nationality.

Canada → Canadian

Hungary → Hungarian

Singapore → Singaporean

## Speaking

- G** How many people are in your immediate family? Tell a partner.

There are five people in my immediate family—my mom and dad, my two sisters, and me.

- H** Count all of the people in your extended family (including any cousins, in-laws, etc.) and share the number with the class. Who has the largest extended family?

### SPEAKING SKILL Describing family relationships

We use phrases like these to describe family relationships.

*I'm **close to** my grandmother.*

*I **take after** my father in some ways.*

*I **look like** my aunt.*

*My sister and I are (very) **similar/different**.*

- I** Choose one person in your immediate or extended family that you are close to. Work in a group and take turns describing that family member. Use phrases from the Speaking Skill box to help you.

I'm close to my cousin Pamela. She's my mom's brother's daughter. I look a bit like her, and we are similar in many ways. For example, ...

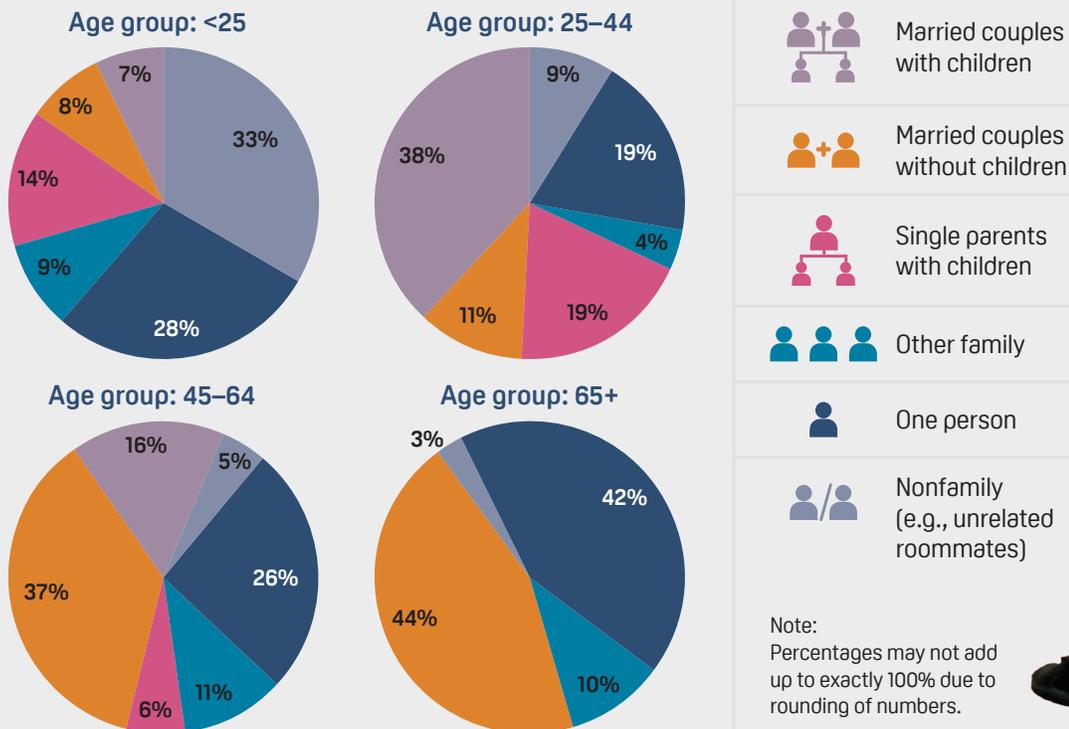
### GLOBAL ENGLISHES

#### Words for family members

Words for family members can vary depending on the type of English. An American English speaker, for example, may call their mother *Mom*. In other variants, such as British English, people commonly call their mother *Mum*.

## Language in Context

## Percent distribution of **types of households** in the U.S., by age of householder



**A** Study the infographic. What trends do you see? Can you think of possible reasons for these trends? Discuss with a partner.

**B** Choose the correct option to complete the sentences.

- Only **15%** / **21%** of households headed by an adult under age 25 include children.
- There are **fewer** / **more** one-person households in the under-25 age group than in the 25–44 age group.
- Among householders aged 25–44, **38%** / **49%** are married.
- A relatively **low** / **high** percentage of householders aged 45–64 head single-parent families.
- Most people aged 65 and older either live in married-couple households without children or live **alone** / **with nonfamily members**.

**C** Look at the infographic again. What is the most common household type for your age group? What is the least common? Does the information surprise you? Discuss in pairs.

## Language Focus Describing permanent or usual situations

### GRAMMAR 1 Simple present statements

We use the simple present tense to talk about facts or situations that are more or less permanent. We also use the simple present to talk about things that happen repeatedly.

#### Affirmative statements

*I live alone.*  
 You **know** my parents.  
 He **works** as a teacher.  
 She **lives** in Singapore.  
 It **belongs** to my sister.  
 We **have** three children.  
 They **cycle** to work on Fridays.

#### Negative statements

*I don't live with roommates.*  
 You **don't know** my grandparents.  
 He **doesn't work** as a doctor.  
 She **doesn't live** in Malaysia.  
 It **doesn't belong** to my brother.  
 We **don't have** any pets.  
 They **don't cycle** to work every day.

For more information and practice, see Grammar Reference.

#### D Look at the Grammar 1 box and answer the questions.

- 1 How is the verb different after *he*, *she*, and *it* in affirmative statements?
- 2 In negative statements, when do you use *don't*?

#### E Complete the text using the simple present form of the verbs in parentheses.

There are several types of households in the United States. Some people <sup>1</sup> \_\_\_\_\_ (**not / live**) with anyone else, but most people <sup>2</sup> \_\_\_\_\_ (**share**) a home with other family members. For example, some householders are married couples. Some of these couples <sup>3</sup> \_\_\_\_\_ (**have**) children, while other couples <sup>4</sup> \_\_\_\_\_ (**not / have**) any. Other types of family households <sup>5</sup> \_\_\_\_\_ (**include**) single-parent families and multigenerational families. In addition, some people <sup>6</sup> \_\_\_\_\_ (**live**) in nonfamily households. They <sup>7</sup> \_\_\_\_\_ (**share**) a home with friends or roommates.

According to statistics, household type <sup>8</sup> \_\_\_\_\_ (**vary**) among householders in different age groups. Most householders under age 25 in the U.S., for instance, <sup>9</sup> \_\_\_\_\_ (**live**) alone or with roommates. These young adults <sup>10</sup> \_\_\_\_\_ (**see**) their early 20s as a time to focus on education, work, and fun—they <sup>11</sup> \_\_\_\_\_ (**not / think**) marriage is important. In contrast, almost half of householders aged 25–44 are married. Research <sup>12</sup> \_\_\_\_\_ (**suggest**) that financial stability <sup>13</sup> \_\_\_\_\_ (**play**) an important role when couples <sup>14</sup> \_\_\_\_\_ (**decide**) to get married.

#### F Make each sentence negative. Then tell a partner which sentences are true for you.

- 1 I have a small family. *I don't have a small family.*
- 2 My father works in a hospital. \_\_\_\_\_
- 3 I see my cousins often. \_\_\_\_\_
- 4 My neighbor has young kids. \_\_\_\_\_
- 5 My best friend lives near me. \_\_\_\_\_

I have a small family. I have two parents and only one brother.

## Language Focus Asking about permanent or usual situations

### GRAMMAR 2 Simple present questions

We use *do* and *does* to make questions with the simple present. We use *does* for the third-person singular (*he/she/it*) and *do* for the other parts of speech.

#### Yes/No questions

**Do/Does + subject + base verb**

*Do I know you?*

<sup>1</sup> \_\_\_\_\_ you have a roommate?

*Does he have a job?*

<sup>3</sup> \_\_\_\_\_ she live near you?

<sup>5</sup> \_\_\_\_\_ it happen a lot?

*Do we usually meet on Tuesdays?*

<sup>7</sup> \_\_\_\_\_ they have any children?

#### Open questions

**Question word + do/does + subject + base verb**

*How do I know you?*

*Who* <sup>2</sup> \_\_\_\_\_ you live with?

*What does he do for a living?*

*Where* <sup>4</sup> \_\_\_\_\_ she live?

*Why* <sup>6</sup> \_\_\_\_\_ it happen?

*When do we usually meet?*

*How many children* <sup>8</sup> \_\_\_\_\_ they have?

For more information and practice, see Grammar Reference.

**G** Look at the Grammar 2 box. Complete the questions with *do* or *does*.

**H** Unscramble the words to make questions. Add *do* or *does*.

- 1 have / brothers or sisters / you / any      Do you have any brothers or sisters ?
- 2 live with / people / you / how many      \_\_\_\_\_ ?
- 3 live / your best friend / in a big house      \_\_\_\_\_ ?
- 4 cousins / have / how many / you      \_\_\_\_\_ ?
- 5 come from / where / your family name      \_\_\_\_\_ ?

**I** Work with a partner. Take turns asking and answering the questions in Exercise H.

Do you have any brothers or sisters?

Yes, I do. I have two brothers and one sister.

## Speaking Talking about an interesting family member

**J** Think of an interesting person in your immediate or extended family. Make notes about that person.

	Name: _____
Where does he/she live?	
Does he/she have any children?	
What does he/she do for a living?	
What makes him/her interesting to you?	

**K** Work in a group. Take turns describing the family member you chose. Answer any questions your group members may have.

My sister-in-law Minka lives in Spain. She doesn't have any children. She works as a chef. I think she's interesting because ...



### Before Viewing

- A** Read the information in the box. How did Jacobs become interested in his family tree? Why might the idea of a shared history be important? Discuss with a partner.
- B** Read the text. The words in **blue** are used in A.J. Jacobs's TED Talk. Write them next to their definitions.

For many, **genealogy** is a **fascinating** subject of study. By exploring your family history, you can build a family tree that takes you back generations. This means that you can find out more information about your **ancestors** and where they came from. Historical records detailing births, deaths, and marriages are widely available online. These records can sometimes show a **link** between your family tree and another person's family tree.

- 1 \_\_\_\_\_ : very interesting
- 2 \_\_\_\_\_ : the history of a family over several generations
- 3 \_\_\_\_\_ : a connection between things, people, or ideas
- 4 \_\_\_\_\_ : members of your family who lived a long time ago

### TED TALKS

**A.J. JACOBS** is a writer who just might be a distant cousin of yours. After receiving an email from a man who said he was his 12th cousin, Jacobs began looking into his family tree, only to discover the surprising links that make us all related. He decided the best way to meet all of his extended family was to plan the world's largest family reunion. In his talk, *The World's Largest Family Reunion ... We're All Invited!*, Jacobs explains why it's important to understand that we all have a shared history.

## LISTENING SKILL Listening for signposts

Signposting language refers to the words and phrases that speakers use to guide the listener through what they are saying. Clear signposts help the listener understand ideas and avoid confusion. Without signposts, speech—especially long stretches of speech—can be difficult to follow.

One common way of signposting is to use numbers when discussing a series of items. A speaker may use cardinal numbers (*one, two, three, etc.*) or ordinal numbers (*first, second, third, etc.*). Sometimes, a speaker may even use a combination of the two.

### C 1.3 Listen and write the signposts (1–4) you hear.

The writer A.J. Jacobs experienced a series of four events that made him decide to plan a large family reunion. <sup>1</sup> \_\_\_\_\_, he received an email from a man who said he was Jacobs's 12th cousin. This led to the <sup>2</sup> \_\_\_\_\_ event—Jacobs looking into his family tree. Number <sup>3</sup> \_\_\_\_\_, he discovered links that show that we are all related. And <sup>4</sup> \_\_\_\_\_, he decided it was important for him to meet his extended family.

## Viewing

### D 1.2 Watch Part 1 of A.J. Jacobs's TED Talk. Check (✓) the points mentioned.

- a The first genealogical organization in the United States was founded in 1845.
- b A.J. Jacobs put his family information online when researching his family tree.
- c Sharing personal information online can be a dangerous thing to do.
- d The World Family Tree on Geni.com connects millions of people together.
- e Most people have famous people and historical figures in their family trees.

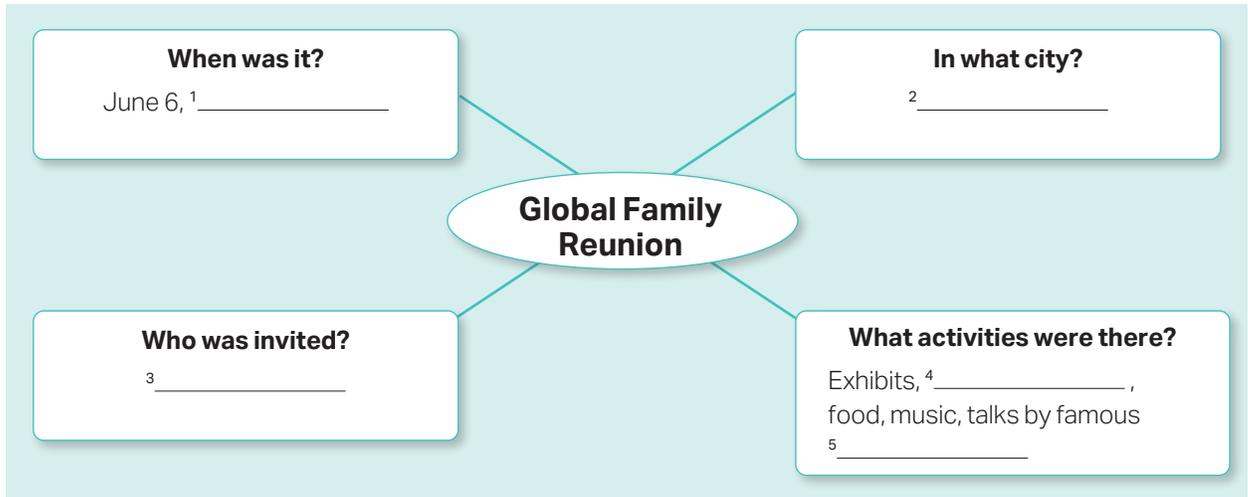
### E 1.3 Watch Part 2 of the TED Talk. Jacobs gives five reasons why a world family tree is a good idea. Number the reasons in the order he discusses them (1–5). Use the signposts to help you.

- \_\_\_\_\_ It brings history alive.
- \_\_\_\_\_ It shows we are all interconnected.
- \_\_\_\_\_ It creates a kinder world.
- \_\_\_\_\_ It has scientific value.
- \_\_\_\_\_ It has a democratizing effect by making people more equal.

### F 1.3 Watch Part 2 of the TED Talk again. Match each reason above (1–5) with a supporting detail (a–e).

- a \_\_\_\_\_ We all come from the same ancestor.
- b \_\_\_\_\_ We treat family better than we treat strangers.
- c \_\_\_\_\_ Jacobs found out he was related to Albert Einstein.
- d \_\_\_\_\_ Anyone can be related to a queen or king.
- e \_\_\_\_\_ It provides information about how we pass on diseases.

**G** ▶ 1.4 Watch Part 3. Complete the information.



**H** Would you have been interested in attending the reunion event that Jacobs organized? Why or why not? Discuss in pairs.

### Critical Thinking **Interpreting quotes**

Using quotations (quotes) from reliable sources helps add emphasis to a key point in a presentation. Some quotes can also add humor or an element of surprise. When you hear a quote, ask yourself: What does this quote mean? How does it relate to the main idea?

**I** ▶ 1.5 Watch the clip and complete the quote below. What do you think Jacobs means by the quote? Why might he have said this? Discuss with a partner.

After Jacobs held his Global Family Reunion, he said it was “the <sup>1</sup> \_\_\_\_\_

<sup>2</sup> \_\_\_\_\_ day of my life.”

### PRESENTING SKILL **Personalizing a presentation**

Some speakers choose to include personal information in their presentations. There are a few ways to do this—for example, by telling stories about yourself or your family members, sharing photos, and using humor. These strategies can help engage your audience and make your presentation feel more “real.”

**J** ▶ 1.6 Watch the excerpt from Jacobs’s TED Talk. Check (✓) two things Jacobs does to personalize his presentation.

- |   |   |
|---|---|
| <input type="checkbox"/> <b>a</b> He talks about his uncle. | <input type="checkbox"/> <b>c</b> He shows a photo of a family member.      |
| <input type="checkbox"/> <b>b</b> He uses humor.            | <input type="checkbox"/> <b>d</b> He asks the audience a personal question. |

**K** Work with a partner. Choose one of the topics below. How could you use personalization when giving a presentation on this topic?

family pressure	the cost of living	climate change
-----------------	--------------------	----------------