

Keynote 3

SECOND EDITION
Intermediate



ON THE COVER

A scientist in Chiba, Japan, uses a polarizing lens to inspect glass for imperfections.

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Intermediate

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Keynote 3, Second Edition

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TED Talk



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Melissa Marshall

TED Talk



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Straight Line*

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"Perfect" Farm?*

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Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
1 Making a Difference 	Helping others	A video about how some companies help society	Encouraging someone to say more	Simple present and present continuous Stative verbs Language to describe trends	
2 The Job For Me 	Work and career	Opinions about interview questions	Giving feedback	Defining relative clauses <i>Wh-</i> clauses	
 CAREER SKILLS 1: Decision-making • Watch a video about decision-making					
3 How We Live 	Standard of living	A podcast interview about minimalism	Thinking and giving reasons	Comparatives and superlatives Modifiers	
4 Success 	Success and motivation	A conversation about goals	Showing agreement and understanding	Simple past and past continuous Past perfect simple	
 CAREER SKILLS 2: Empathy • Watch a video about empathy					
5 Future Trends 	Technology and the internet	A video report about online presence	Adding points	<i>Will</i> and phrases for predictions <i>Might, be likely to, and be going to</i> for predictions	
Review 1: Units 1–5					

	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	A talk about making a difference Critical Thinking: Making a message “stick” Presenting: Making a story engaging	An article about helping communities	Discussing volunteering opportunities Language: Suggesting and responding to ideas Pronunciation: Intonation and stress in questions	An email request
	A talk about different career paths Critical Thinking: Making a balanced judgment Presenting: Speaking clearly	An online discussion about career advice	Talking about what you do Language: Starting a conversation and showing interest Pronunciation: Connected speech in questions	An email inquiry
	• Listen to colleagues making a hiring decision		• Collaborate to choose an office location	
	A talk about standard of living in different countries Critical Thinking: Interpreting a message Presenting: Using visuals	An opinion article about financial literacy	Conducting a survey Language: Asking for and giving clarification Pronunciation: The letter “o”	A report about survey results
	A talk about the importance of luck Critical Thinking: Separating opinions and facts Presenting: Using body language	An article about a psychology experiment	Conducting informal interviews Language: Responding and reacting Pronunciation: Showing attitude	An introduction to an opinion article
	• Watch co-workers discussing an issue		• Role-play a situation requiring empathy	
	A talk about an AI invention Critical Thinking: Re-evaluating your thinking Presenting: Reading aloud	An explanatory article about future trends	Managing a discussion Language: Managing a discussion and responding to points Pronunciation: Emphatic stress	A report describing trends

Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
6 Clear Communication 	Ways we communicate	A video about communication skills in interviews	Using attitude adverbs	Verb patterns with <i>to</i> -infinitive or <i>-ing</i> Adjective patterns	
7 From Farm to Table 	Meals and snacks Pronunciation: Disappearing syllables	A conversation about snacks	Responding	Passive verb forms The passive with <i>by</i>	
 CAREER SKILLS 3: Communicating Online • Watch a video about communicating online					
8 Identity 	Identity	A self-introduction video about someone's background and interests	Using discourse markers	Present perfect simple Present perfect simple with <i>for</i> and <i>since</i>	
9 Time for Change 	Creating change	A report about someone who campaigned for change	Inviting ideas and opinions	Modals of obligation <i>Can</i> and <i>can't</i> for ability, permission, and possibility	
 CAREER SKILLS 4: Adaptability • Watch a video about adaptability					
10 It's About Time 	Time and attention	A video report about use of time	Explaining differences	First conditional Second conditional	

Review 2: Units 6–10

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

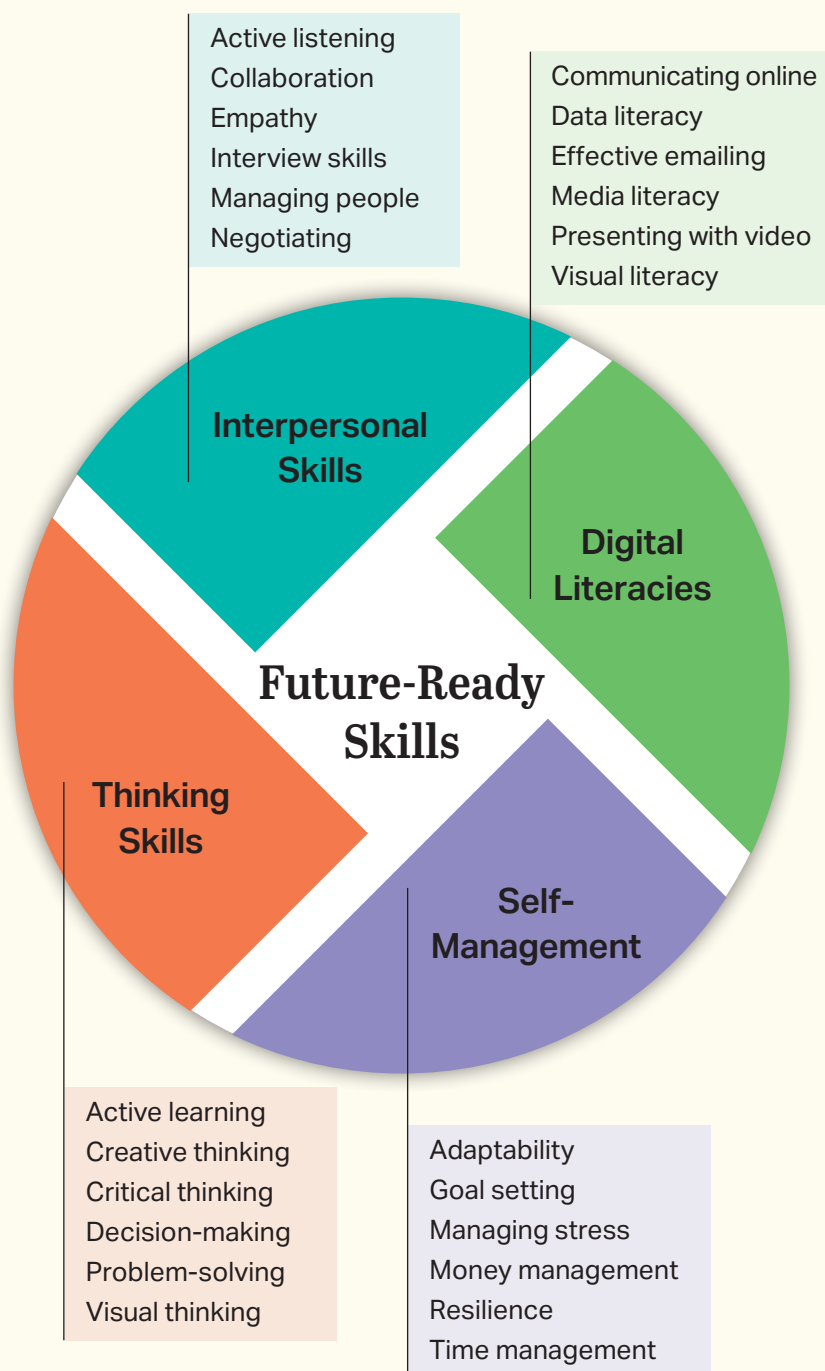
	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	A talk about clear scientific communication Critical Thinking: Understanding analogies Presenting: Helping your audience understand	An opinion article about why people listen	Passing on information accurately Language: Managing misunderstanding Pronunciation: Contrastive stress	An email response
	A video about the future of farming Critical Thinking: Evaluating the medium of a message Presenting: Using animations and graphics	A discussion article about vertical farms	Describing dishes at a dinner party Language: Explaining and describing food	An explanation
• Watch four students in a video call		• Give a presentation about communicating online		
	A talk about different cultures in the workplace Critical Thinking: Understanding issues behind phrases Presenting: Beginning powerfully	An explanatory article about diversity	Taking part in a job interview Language: Presenting your skills Pronunciation: Word stress in word families	A cover letter
	A talk about taking action Critical Thinking: Seeing other perspectives Presenting: Using rhetorical questions	A procedural article about advocacy	Persuading others to support a cause Language: Persuading Pronunciation: Consonant-to-vowel linking	A campaign web page
• Listen to part of an interview		• Role-play part of a job interview		
	A talk about why we delay important work Critical Thinking: Visualizing an issue Presenting: Being relatable	A blog post about time anxiety	Making decisions as a team Language: Presenting and questioning options Pronunciation: Saying numbers, times, and dates	A meeting summary

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.



Making a Difference

1



Volunteers clean a street in Shibuya, Tokyo.

In this unit, you will ...

- explore how individuals, communities, and businesses can help others
- watch a TED Talk about making a difference
- read an article about helping communities by getting close to them
- discuss volunteering opportunities
- write an email request

Warm Up

Discuss the questions with a partner.

- 1 The photo shows someone in costume picking up trash after a Halloween party in Tokyo, Japan. Hundreds of volunteers help to clean up after this celebration. Do people in your country usually help like this? Do you think it is common?
- 2 What jobs can you think of that directly help people?
- 3 Would you like to do any of these jobs? Why or why not?

Vocabulary **Helping others**

A Read sentences a–h. Write the correct form of each word or phrase in **blue** next to the definitions (1–8).

- a Save the Children, Red Cross, and Doctors Without Borders are all **charities**.
- b Doctors Without Borders sends teams of **volunteers** to difficult and dangerous places.
- c Every Sunday, I give free English lessons to people in the local **community**.
- d Every month, I **donate** some money to Save the Children.
- e The main aim of a company is to make a **profit**, but it can also help people.
- f Even small acts of kindness can **make a difference** to people's lives.
- g In what ways are businesses **responsible for** looking after their employees?
- h Which charities do you **support**?

- 1 _____ : to improve a situation
- 2 _____ : to give something away for free
- 3 _____ : an organization that focuses on helping people in need
- 4 _____ : someone who helps others but does not get paid
- 5 _____ : having a duty to take care of or manage something or someone
- 6 _____ : to like and want to help
- 7 _____ : the money that a business earns after paying all its costs
- 8 _____ : a group of people who share something, e.g., a neighborhood, an interest

B Work with a partner and discuss questions g and h from Exercise A.



▼ Volunteers hand out free meals.

Viewing

C ▶ 1.1 When companies try to help society, this is called *corporate social responsibility* (CSR). Watch corporate lawyer Gabriel Li talk about CSR and check (✓) the things that he talks about.

- | | |
|--|--|
| ☐ a investors | ☐ d employee volunteering |
| ☐ b donations | ☐ e values |
| ☐ c fair-trade coffee | ☐ f charities |



▲ Gabriel Li

D ▶ 1.1 Watch again and answer the questions.

1 What are "the three Ps"?

2 Why does Gabriel Li talk about fair-trade coffee?

3 What example does he give of a company some people would *not* invest in?

4 Why does CSR help companies attract employees?

5 According to Li, how have interviews changed in the last 10 years?

E Think about an organization that you know. What does it do to help people or the planet? Tell your partner.

Speaking

F Prepare to talk about someone who has made a difference by helping others. They could be someone you know, or someone you have read or heard about. Take notes on:

- who the person is, and how you know about them.
- what they do to help others.
- why you think they make a difference.

SPEAKING SKILL Encouraging someone to say more

An important part of a conversation is listening carefully to the other person, and encouraging them to say more. For example, you can:

- show interest, e.g., *Oh really?*, *That's interesting.*
- show that you want to hear more, e.g., *Can you say more about that?*
- ask follow-up questions, e.g., *Why is that?*

G Work in pairs. Take turns talking about the person you chose. Use the ideas from the Speaking Skill box to encourage your partner to say more.

I'm going to talk about my aunt. She's a school teacher and she really does a lot to help her students. For example, ...

Language in Context

A Study the infographic. It shows some ways that local communities help people who live in their area. Work with a partner and find examples of how some communities are:

- | | |
|-----------------------------------|--|
| a encouraging health and safety. | d improving the local environment. |
| b supporting creative activities. | e helping people get to know each other. |
| c helping people in need. | f making classes available to everyone. |

How are communities making a difference?



- B**  **1.1** Listen to a couple having a conversation. Take notes to answer the questions, then check with a partner.

1 What community-related problems do they mention?

2 What solutions do they mention?

Language Focus Describing present situations

GRAMMAR 1 Simple present and present continuous

The simple present and present continuous tenses are both used to talk about now, but in different situations.

SIMPLE PRESENT

There **are** too many cars on the road.

She **lives** alone.

She **doesn't go out** much.

PRESENT CONTINUOUS

They're **building** a new train line.

Are you **cooking**?

She's **not eating** properly.

For more information and practice, see Grammar Reference.

- C** Look at the Grammar 1 box, then choose the correct options to complete the grammar rules.

- a** We use the **simple present** / **present continuous** to talk about things that are temporary, or in progress now.
- b** We use the **simple present** / **present continuous** to talk about situations that are permanent, or happen regularly.

- D**  **1.2** Read the conversation between two neighbors and complete it using simple present or present continuous of the verbs in parentheses. Then listen to check.

A: So do you like living here?

B: Sure! I didn't know anyone at first, but I ¹ _____ (*begin*) to feel more comfortable now. People ² _____ (*be*) really friendly. There ³ _____ (*not / be*) much green space though.

A: True—actually, we ⁴ _____ (*try*) to start a community garden at the moment.

B: What's a community garden?

A: It's a place where anyone from the neighborhood can help grow plants and vegetables. We ⁵ _____ (*look*) for volunteers to help! Are you interested?

B: I'm not sure you want me! I ⁶ _____ (*not / have*) any plants at home because I usually ⁷ _____ (*kill*) them in about a week. But sure, I'd love to help!

- E** Work in a small group. Take turns choosing a topic and talking about it for one minute. Ask each other follow-up questions.

1 something you like about your area	2 something you dislike about your area	3 something you are doing in your free time at the moment	4 something your area needs more of
5 some music you are listening to a lot at the moment	6 something people are building in your area	7 something you do with your neighbors	8 something that is changing in your area

Language Focus Describing trends and states

GRAMMAR 2 Stative verbs and language to describe trends

The present continuous is often used to describe trends. It appears with verbs that relate to change, for example: *increase, decrease, get better, go down, improve*, etc.

*The traffic **is getting worse** every day.*

However, some verbs cannot be used in the continuous form. These are called stative verbs because they refer to states or facts rather than actions.

*I **don't like** driving. Something **smells** good.*

For more information and practice, see Grammar Reference.

F Choose the correct options to complete the sentences about trends. Do you agree with them?

- 1 All over the world traffic **gets / is getting** worse. I **think / 'm thinking** that's because so many people **own / are owning** cars now.
- 2 It **seems / is seeming** that the number of older people living alone **increases / is increasing**. Maybe that's because people **live / are living** longer these days.
- 3 The amount of time children spend outdoors **falls / is falling**. But the number of children who **have / are having** their own device **rises / is rising**. It must be connected.

G Work in pairs. Turn to page 181 and discuss the trends relating to the graph.

Speaking Solving community problems

H Think about your local community and note some ideas in the chart.

Problems or negative trends that the local community is facing	How the local community is trying to solve these problems
<i>Traffic is getting worse.</i>	<i>People are using trains and bikes more.</i>

I Work in small groups and compare your ideas. What similarities or differences can you find? What are the best solutions?

A problem in my area is that rent prices are going up.

It's the same in my home town. The local government is building more apartments but it will take a long time.

1C

A life lesson

Understand a talk about helping others • Analyze what makes a message “stick” • Make a story engaging



Before Viewing

A Read the information in the box. Then discuss the questions with a partner.

- 1 How is Bezos trying to make a difference in his community?
- 2 A *vocation* is a strong feeling that there is a job you must do. Bezos says that his vocation is his charity work at Robin Hood. What other jobs do people often feel a vocation for?

B Some positive and negative qualities are mentioned in Bezos’s TED Talk. Complete the chart using adjectives from the box, and then add the noun forms.

kind	jealous	generous	courageous
------	---------	----------	------------

TED TALKS

MARK BEZOS left a successful career in advertising to work for an organization called Robin Hood, which helps fight poverty in New York City. In this talk, *A Life Lesson from a Volunteer Firefighter*, he shares some thoughts on how we can help others in our communities.

Definition	Adjective	Noun
a caring and helpful to others	<i>kind</i>	<i>kindness</i>
b giving (money or time) freely to others		
c brave, ready to face danger		
d unhappy because someone has something you want		

LISTENING SKILL Listening for content words

Listening can be difficult because people often speak quickly, and they may use many new and unfamiliar words. Here are some tips.

- Don't worry about missing words.
- Stay relaxed and keep listening.
- Listen for words that are stressed or repeated. These are usually important content words.

C  **1.3** Listen to the beginning of Bezos's TED Talk. Which word is repeated the most?

- ☐ **a** poverty ☐ **b** fire ☐ **c** volunteer

D  **1.4** Listen to the last sentence again and write down some of the missing words. Then work with a small group to try and complete the whole sentence. Turn to page 180 to check your ideas.

Now in our town, where the volunteers supplement a highly skilled career staff, you _____

_____.

Viewing

E  **1.2** Read the sentences. Then watch Part 1 of Bezos's TED Talk and choose the correct options.

- 1 Bezos felt _____ about his first fire.
a excited **b** scared **c** worried
- 2 The captain was _____ the homeowner.
a carrying **b** talking to **c** calling
- 3 The homeowner was probably _____ when the fire started.
a sleeping **b** cooking **c** taking a bath

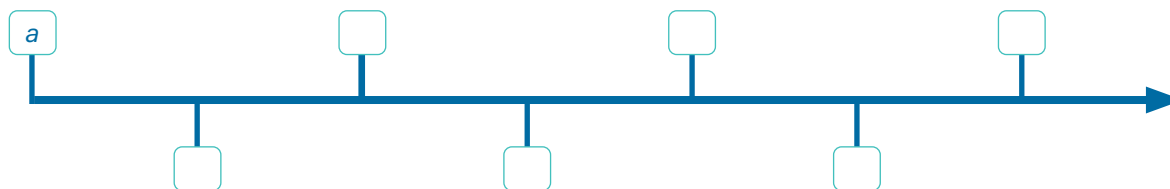
GLOBAL ENGLISHES

Cultural references

When you talk with someone from a different culture, you may not understand some references. But it can be a fun opportunity to learn about each other's cultures. In this talk, Robin Hood and Lex Luthor are mentioned. Who are they? Do you have similar figures in your culture?

F  **1.3** Read the events and look at the timeline. Watch Part 2 of Bezos's TED Talk and add the events to the timeline in the correct order.

- | | |
|--|---|
| a The fire started. | e The captain arrived. |
| b Bezos got the woman's shoes. | f Bezos arrived. |
| c Another volunteer arrived. | g The woman sent a thank-you letter to the |
| d The woman was happy to see her dog. | firefighters. |



G ▶ 1.4 Read the questions, then watch Part 3 of Bezos's TED Talk. Discuss your answers with a partner.

- 1 Bezos has seen acts of generosity, kindness, and courage that are big and small. What has he learned from them?
- 2 Bezos's main message for his audience is "Don't wait." What does he mean?
- 3 Can you think of someone who has shown generosity, kindness, or courage recently?

Critical Thinking Making a message "stick"

We often forget a talk, an article, or a news story unless something helps it "stick" in our minds. If you know what makes a message stick, it can help you become a better communicator.

H What methods did Bezos use to make his message stick? Discuss with a partner.

- ☐ **a** surprising facts ☐ **c** a personal story ☐ **e** funny moments
☐ **b** striking pictures ☐ **d** real objects ☐ **f** a memorable phrase

I Work with a new partner. Discuss the questions.

- 1 Do you think you will remember this talk? Why or why not?
- 2 Think of another talk, article, or news story that sticks in your mind. Why do you remember it?

PRESENTING SKILL Making a story engaging

A story in a presentation needs to engage the audience. Pictures, gestures, and facial expressions all help to support your story. If you don't have pictures, you can use descriptions to help the audience visualize what is happening.

J ▶ 1.5 Watch two excerpts from Bezos's TED Talk. How does he make his story engaging?

K ▶ 1.5 Watch again and complete the sentences. Pause the video if necessary. Which presenting tips is Bezos using?

- 1 "... she was standing outside in the pouring _____, under an _____, in her _____, _____, while her house was in flames."
- 2 "... off I went—_____ the stairs, _____ the hall, _____ the 'real' firefighters ..."

L Take notes to tell a short story about one of these topics. Practice your story a few times, trying to use the same techniques that Bezos used.

- The first time you met someone important in your life (e.g., a teacher, a friend)
- A time when you had to take action quickly (e.g., a sporting event, an accident)
- Something that happened in your local community (e.g., a performance, a party)

M Work in small groups. Take turns telling your stories, and ask follow-up questions.

- ✓ Use exciting language.
- ✓ Vary your facial expression and intonation.
- ✓ Describe a key scene in detail.
- ✓ Describe key movements in detail.