

Keynote 5

SECOND EDITION
Advanced



ON THE COVER

Off the German coast, an engineer works on a wind turbine more than 90 meters above the North Sea. ©Luca Locatelli/National Geographic Image Collection

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and Richard Walker



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TED Talk



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The Danger of AI Is Weirder than You Think

Janelle Shane
TED Talk



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Less Stuff, More Happiness

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I'm Not Your Inspiration, Thank You Very Much

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Who Am I? Think Again
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Build a Tower, Build a Team

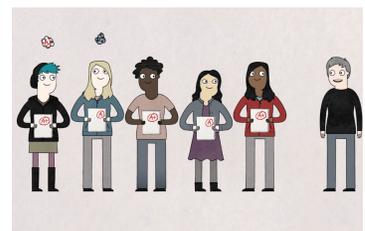
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TED Talk



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Why Some of Us Don't Have One True Calling

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TED Talk



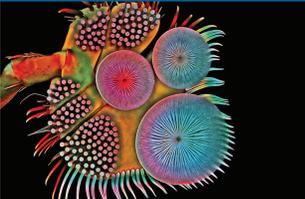
Scope and Sequence

| UNIT | LESSON A | | | LESSON B | |
|--|-----------------------------------|--|--|---|--|
| | Vocabulary | Listening | Speaking | Grammar | |
| 1 Mind and Body  | Medicine and the mind | A radio program discussing a book | Being an active listener | Cause and result Pronunciation: Voicing in final consonants | |
| 2 Life's Essentials  | Consumer goods | An interview about fake goods | Acknowledging other opinions | Intensifying adverbs and gradable and nongradable adjectives Pronunciation: Using emphatic stress to show meaning | |
|  CAREER SKILLS 1: Money Management • Watch a video about money management | | | | | |
| 3 Image and Identity  | Professional identity | An interview about professional identity | Describing professional skills and experience Pronunciation: Using pauses to chunk information | Qualifiers and quantifiers | |
| 4 Working Together  | Decision-making and collaboration | A discussion about logo designs | Softening opinions | Cleft sentences Pronunciation: Sentence stress in cleft sentences | |
|  CAREER SKILLS 2: Negotiating • Watch a video about negotiation | | | | | |
| 5 Changing Spaces  | Buildings | A video on repurposing buildings | Phrasing ideas as suggestions | Subordinating conjunctions Pronunciation: Intonation in subordinate clauses | |

Review 1: Units 1-5

| | LESSON C | LESSON D | LESSON E | LESSON F |
|--|---|---|---|---------------------------------|
| | Viewing | Reading | Communication | Writing |
| | A talk about improving our memory Critical Thinking: Assessing evidence Presenting: Thinking from your audience's perspective | A feature article about unusual feats of strength | Conducting an experiment and presenting findings Language: Presenting research findings | A news article |
| | A talk about mindful consumption Critical Thinking: Analyzing a speaker's techniques Presenting: Using props | An opinion article about the factors influencing buying decisions | Planning a new office layout Language: Hedging | An email giving recommendations |
| | | • Listen to a conversation about spending habits | | • Give tips on ways to save |
| | A talk about identity Critical Thinking: Evaluating an argument Presenting: Surprising the audience | A feature article about clothing and perceptions | Giving advice on a job-related issue Language: Giving suggestions and recommendations | A cover letter |
| | A talk about working together Critical Thinking: Identifying support for main ideas Presenting: Using visuals | An expository article about effective team-building activities | Planning a community event Language: Opening and concluding a meeting, interrupting, stopping interruptions, inviting participation | A project summary |
| | | • Listen to a negotiation at work | | • Role-play a negotiation |
| | A talk about giving back to the community Critical Thinking: Identifying the relevance of stories and descriptions Presenting: Varying your tone of voice | An article listing seven keys to building better cities | Participating in a planning meeting Language: Asking for ideas and coming to an agreement | A set of recommendations |

Scope and Sequence

| UNIT | LESSON A | | | LESSON B | |
|---|------------------------|---|--|-------------------------|--|
| | Vocabulary | Listening | Speaking | Grammar | |
| 6 Risks and Benefits  | Risks and benefits | A video about the risks and benefits of using AI for image manipulation | Summarizing a risk assessment | Passive reporting verbs | |
| 7 Fresh Perspectives  | Fresh perspectives | An interview about turning points | Explaining a change of mind | The perfect aspect | |
|  CAREER SKILLS 3: Creative Thinking | | | | | |
| 8 Great Ideas  | Problems and solutions | An interview about smart solutions | Using persuasion techniques | The continuous aspect | |
| 9 Going Beyond  | Challenges | A webinar about how to answer an interview question | Conveying feelings in a personal story | Expressions of purpose | |
|  CAREER SKILLS 4: Data Literacy | | | | | |
| 10 Seeing the Future  | Dreams and ambitions | An online meeting between a life coach and a client | Hypothesizing about the future | Unreal situations | |

• Watch a video about creative flag design

• Watch a video about data literacy

Review 2: Units 6–10

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

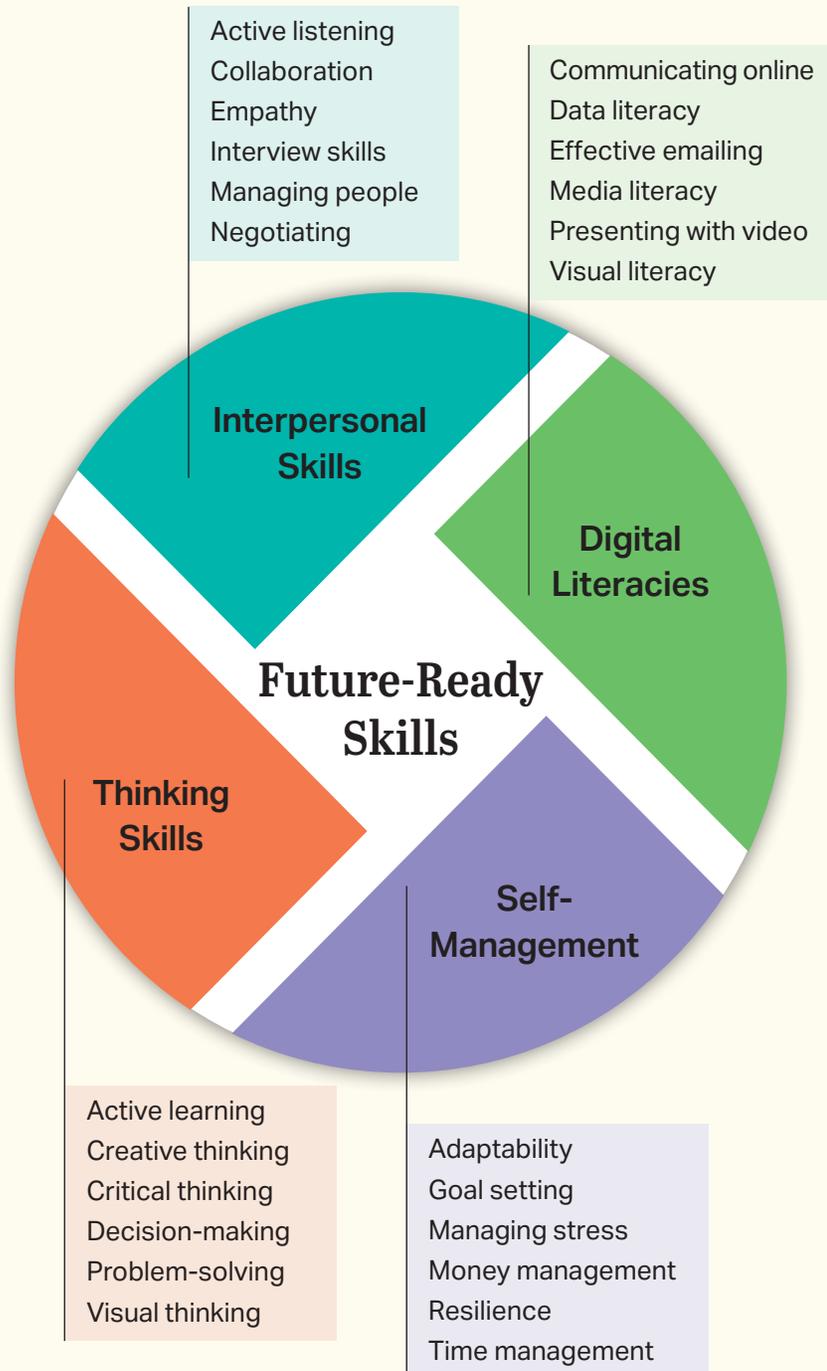
| | LESSON C | LESSON D | LESSON E | LESSON F |
|--|--|--|---|-------------------------------|
| | Viewing | Reading | Communication | Writing |
| | A talk about working with AI Critical Thinking: Analyzing risk by visualizing different outcomes Presenting: Using pace and pauses to highlight main ideas | An expository article about risk | Doing a risk assessment Language: Assessing risk Pronunciation: Using intonation in lists | An action plan |
| | A talk about attitudes toward disability Critical Thinking: Evaluating the impact of examples Presenting: Repeating keywords | A “how-to” article about perspective taking | Evaluating candidates for a role Language: Expressing opinions indirectly using questions Pronunciation: Saying <i>w</i> , <i>v</i> , and <i>b</i> | A testimonial |
| | • Listen to a conversation about logo designs | | • Create a flag using design principles | |
| | A video about building a space elevator Critical Thinking: Distinguishing between fact and speculation Presenting: Using analogies | A narrative text retelling the parable of the stones | Creating a plan in an emergency Language: Discussing options Pronunciation: Using stress in two-word verbs | A response to a post |
| | A video about imposter syndrome Critical Thinking: Considering different interpretations Presenting: Controlling nerves | A feature article about courage in adversity | Raising and responding to a difficult topic Language: Saying no to a favor, responding to bad news, introducing an explanation Pronunciation: Using polite and assertive intonation | A formal email asking a favor |
| | • Listen to a discussion of survey results | | • Evaluate data and data visualizations | |
| | A talk about having more than one calling Critical Thinking: Analyzing the strengths and weaknesses of ideas Presenting: Using pace and pauses to show emotion | An expository article about the power of visualization | Reflecting on goals and progress Language: Talking about goals and objectives Pronunciation: Emphasizing the main focus of a sentence | A SWOT analysis |

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.

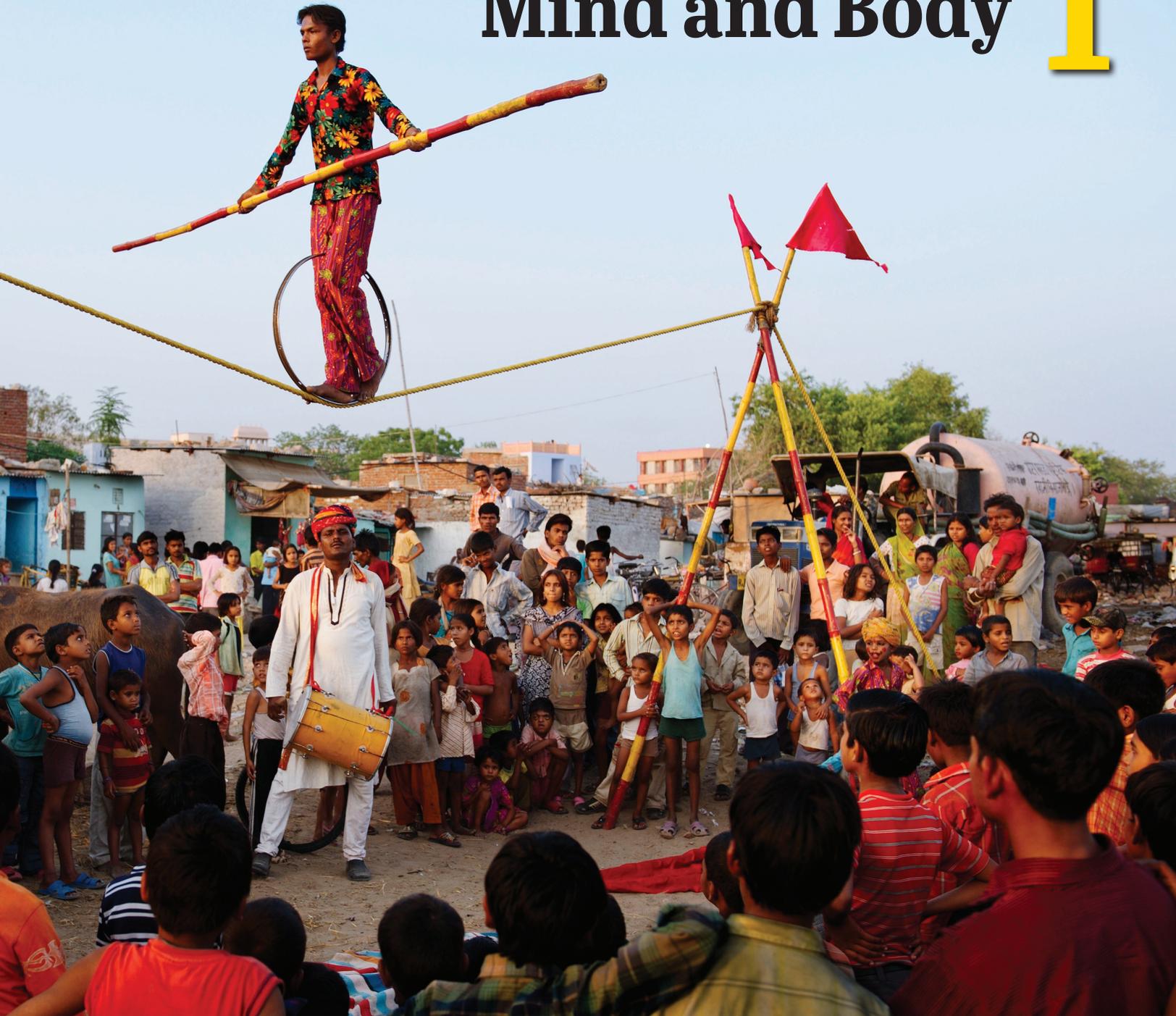
Each level of *Keynote* also has four new **Career Skills** lessons. Each lesson takes an in-depth look at a specific future-ready skill in a context relevant to the modern workplace.

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



Mind and Body

1



An acrobat walks a tightrope in Rajasthan, India.

In this unit, you will ...

- explore the relationship between mind and body
- watch a TED Talk about sleep and memory
- read a feature article about unusual feats of strength
- conduct an experiment and present research findings
- write a news article

Warm Up

Discuss the questions with a partner.

- 1 The photo shows an acrobat from the Nat nomadic group balancing on a high wire in a performance in Rajasthan, India. What skills or abilities do you think are needed to do an activity like this?
- 2 What activities do you take part in that improve your physical or mental well-being?
- 3 Can you think of examples of how thoughts or emotions can affect the body?

Vocabulary Medicine and the mind

A Read about the mind's role in healing. Do you think your mood and attitude play a role in your recovery when you're ill? Discuss your ideas with a partner.

When a new medicine is tested, it is often given to one group of patients, while a second group is given a **placebo**. Usually, the volunteers don't know which one they are receiving, thus allowing researchers to test the **effectiveness** of the new medication. However, in a recent study on lower back pain, the volunteers who received the placebo were told that it would have a positive effect if they believed it would. This group did better than the patients who were given no treatment *and* the patients who were given painkillers and therapy. The findings were based partly on the patients' own **subjective** reports as well as **objective** measures such as activity levels in pain-sensitive regions of the brain.

This **phenomenon** has been observed for centuries. Although some researchers are **skeptical** of the power of placebos, more and more studies are showing that a patient's own **perceptions** can have a positive effect and even **enhance** the effects of medical treatments. One **hypothesis** is that a person's expectations cause the release of chemicals that activate natural healing processes in the body. In other words, the more positive your **mindset** is, the more likely you are to get well.

B  **1.1** Complete the sentences with the correct forms of the words in **blue** from Exercise A. Then listen and check your answers. Discuss the questions with a partner.

- 1 Would you be willing to be given a _____ for a backache and only taking medication if the pain persists? Or are you _____ that positive thinking alone could be an _____ cure?
- 2 Researchers have observed a _____ where two people have very different _____ of the same event. Can you think of examples where this might happen?
- 3 Do you think _____ factors like your mood could affect your day-to-day experiences and behavior? For example, would being in a good mood _____ your enjoyment of a TV program?
- 4 Can you think of some _____ ways to test the _____ that our expectations affect outcomes in our daily life? For example, how would you evaluate the effect of a positive _____ on a student's grades?



Listening

- C**  **1.2** Listen to a radio program where people discuss a book called *The Expectation Effect*. Check (✓) the topics that are mentioned in the program.

aging medical problems exercise education food

- D**  **1.2** Listen again. Complete the notes with 1–3 words in each blank.

| Caller | People involved in the experiment | How their expectations were influenced | Result of the experiment |
|--------|-----------------------------------|--|---|
| Juan | A patient with _____ _____ | A <u>fake rose</u> was shown to the patient in a doctor's office | After finding out the truth, the patient _____ _____. |
| Ilsa | Two groups of people | Were given different information about the number of _____ in a _____ | Only the group shown the lower number still _____ _____. |
| Peter | A group of teachers | Were told that some students were "bloomers" or people who were very _____ | Over a year, the students increased their scores on _____ _____. |

- E** Read the information in Exercise D again. Then discuss the questions below with a partner.

- 1 According to the callers, in which experiment(s) did people's expectations alone lead directly to the results? In which experiment(s) did the expectations cause changes in behavior or attitude that then led to the results?
- 2 Do you believe in the expectation effect? Why or why not?

Speaking

- F** Work individually. Make notes on your answers to the following questions.

- Can you think of a time when your or someone else's expectations or feelings—either positive or negative—influenced an outcome? What happened?
- In what ways could you apply the expectation effect to improve your life or the lives of others?

SPEAKING SKILL Being an active listener

In a conversation, it's important not just to listen attentively, but also to respond appropriately. To be an active listener, you can ask open questions, empathize with the speaker's situation, and clarify that you've understood. Here are some phrases that you can use.

I hear what you're saying.

Are you saying that ...?

What I'm hearing is ...

I get the sense that ...

It sounds like you're saying ...

That's [incredible / too bad / a shame]!

- G** Work in a small group. Discuss your answers to Exercise F. Use strategies and phrases from the Speaking Skill box.

Once, I was very nervous during my piano recital. I couldn't stop worrying as I played, and I wound up making more mistakes than usual!

That's too bad! Did you try to calm yourself down while playing?

Language in Context

Good Job!

Most of us need to work for a living, but jobs can bring stress as well as benefits.
What kinds of work are best for our mental health and well-being?

Top 5 jobs for good physical and mental health

- Florist/Gardener
- Fitness instructor
- Data scientist
- Marine scientist
- Health professional

5 key sources of ...

Work satisfaction

- Appreciation for your work
- Good relationships with colleagues
- Good work-life balance
- Long-term stability or security
- Opportunities for development

Work stress

- Being over- or under-skilled
- Long or inflexible hours
- Excessive workloads or understaffing
- Lack of control over work
- Poor working conditions

Based on information from the World Health Organization, The House of Wellness, and Success Stream

A Study the infographic. Discuss the questions with a partner.

- 1 Are there any jobs that you're surprised to see or NOT to see on the list?
- 2 What sources of satisfaction or stress have you encountered at school or work? What other sources of satisfaction or stress could you add to the lists in the infographic?

B  **1.3** Listen to a short talk about work and mental health. Which information from the infographic is mentioned? Make notes and discuss your ideas with a partner.

Language Focus Talking about cause and result

GRAMMAR Cause and result

Some verbs and expressions are commonly used to indicate cause and result:

- a *Owing to / As a consequence of* depression and anxiety, an estimated 12 billion working days are lost each year globally.
- b Mental health issues may also *stem from / be brought about by* bullying.
- c Ignoring mental health in the workplace can *give rise to / trigger* poor employee performance.
- d A healthy workplace *fosters / contributes to / results in* satisfaction in employees.

For more information and practice, see Language Reference.

C Read the sentences (a–d) in the Grammar box again. Discuss the questions with a partner.

- 1 What is the cause and what is the result in each sentence?
- 2 In sentence c, which verb is only used in negative contexts? In sentence d, which verb is only used in positive contexts?

D Complete the sentences using the expressions in the box. There can be more than one possible answer.

contributes to due to fosters owing to
give rise to stem from triggered by
brought about by as a consequence of

- 1 Anxiety can be _____ project roles being unclear.
- 2 _____ their training, the instructors are the first to notice when someone needs support.
- 3 _____ a toxic work environment, job satisfaction among employees was very low.
- 4 Positive change can be _____ education and training.
- 5 Accidents at work may _____ long hours and pressure to work quickly.
- 6 A good diet _____ positive mental health.
- 7 Widespread acceptance by the community _____ a sense of belonging.
- 8 Misunderstandings _____ poor communication can _____ mistakes at work.

E Look at the causes and results. For each pair, make a sentence using the expressions in parentheses.

- 1 exhaustion → the reduction in their quality of work (**stems from**)

- 2 their dangerous work conditions → the workers often suffer injuries (**as a consequence of**)

- 3 the high number of requests → we're going to provide training in this area (**owing to**)

- 4 misunderstandings → many arguments (**triggered by**)

- 5 a supportive work environment → happier employees (**gives rise to**)

TIP

Pronunciation

Voicing in final consonants

The vowel sound before a voiced consonant, e.g., /d/ in *broad*, tends to be longer than before an unvoiced consonant, e.g., /t/ in *brought*. Slightly lengthening or shortening the vowel may make you easier to understand.

F  **1.4** Is the final consonant sound in these verbs voiced or unvoiced? Write V for voiced sounds and U for unvoiced sounds. Then practice saying the words by using a longer vowel sound before the voiced consonants.

- | | |
|----------------|--------------------|
| 1 _____ foster | 4 _____ produce |
| 2 _____ result | 5 _____ contribute |
| 3 _____ cause | 6 _____ arise |

G Work in pairs. Think of causes of stress or personal satisfaction in your own life. Take turns making sentences using expressions from the Grammar box.
Having friendly classmates really contributes to my enjoyment of our classes.

Speaking Discussing ways to improve well-being

H Imagine your school or workplace is looking for ways to reduce stress and improve well-being. Follow the steps.

- 1 Identify aspects of day-to-day experience in the organization that cause positive feelings.
- 2 Think of demands, interactions, situations, or other things that cause people stress.
- 3 Suggest ways to enhance the positive aspects and reduce the negative ones.

I Work in groups of three. Take turns sharing your ideas. Agree on at least five suggestions that you think your school or workplace should adopt.

Perhaps teachers could give fewer tests. That could result in students feeling less anxiety and fatigue.



Before Viewing

- A** Read the information in the box. How might it be possible to learn while you sleep? Discuss your ideas with a partner.
- B** Read the passage. The words in **blue** are used in Greg Gage's TED Talk. Write them next to their definitions.

Greg Gage and his colleagues have discovered a way that we can **hack** our memory to learn and remember new information. The method takes advantage of the brain's **consolidation** of memories—the process by which memories are reviewed and moved into longer-term memory. The experiment connects **cues** with pieces of information, making them easier to recall later. The discovery may not necessarily mean we will **ace** our exams, but it could help us understand how to better memorize information.

- 1 _____ : to apply a quick, clever solution to something so as to make it better, faster, etc.
- 2 _____ : signals, such as words, sounds, or actions
- 3 _____ : the bringing together of separate things
- 4 _____ : to do very well on or get a very high score in something

TED TALKS

Through his company, Backyard Brains, **GREG GAGE** produces inexpensive equipment that allows anyone to do basic brain research. In this talk, *How Sound Can Hack Your Memory While You Sleep*, Gage and researcher Joud Mar'i explain an experiment that shows that it may be possible to learn while you're asleep.

LISTENING SKILL Understanding catenation

In connected speech, two words can sound like a single word, especially when the first word ends with a consonant sound and the second starts with a vowel sound, e.g., *turns out* → *turn-zout*. Recognizing catenation—where words are joined together—can help you follow fast speech more easily.

- C**  **1.5** Look at the Listening Skill box. Listen to a sentence from Gage's TED Talk. Notice how he joins *turns out* together. Then underline another example of catenation that he uses.

It turns out that memory, like other muscles in the body, can be strengthened and enhanced.

- D**  **1.6** Listen to another sentence from the talk. Complete the sentence using two words in each blank.

But ¹ _____ practicing with flash cards, there may be ² _____ way that we can ³ _____ memory while we sleep.

Viewing

- E**  **1.1** Watch Part 1 of Gage's TED Talk. Complete the information about the purpose and the first half of the process of the experiment using 1–3 words in each blank.

PURPOSE:

To test whether it is possible to ¹ _____ through the use of sound during ² _____

PROCESS:



Object of game: To remember where images appear on ³ _____. Each picture is tied to a ⁴ _____. The scientists ⁵ _____ the subject before they go to sleep.



The subject's brain waves are studied during a stage called ⁶ _____. This is when it's hard to ⁷ _____.

- F**  **1.1** Watch Part 1 of Gage's TED Talk again. Answer the questions. What do you think will happen in the rest of the experiment? Discuss your ideas with a partner.

1 What is "memory consolidation"? When does it occur?

2 An EEG measures brain activity while you sleep. What might scientists be looking for on an EEG during Gage's experiment?

GLOBAL ENGLISHES

Different pronunciations of /ð/

The voiced "th" sound (/ð/) in English words like *the* and *then* is very common, but substitutions of the sound with /d/, /t/, /f/, /s/, and /z/ are sometimes used. Joud Mar'i in the video, for example, sometimes uses the /d/ sound. How do you usually say this sound?

- G** ▶ 1.2 Watch Part 2 of Gage's TED Talk. Complete the information about the second half of the process and the experiment's findings by using one or two words in each blank.



While the subject sleeps, researchers
8 _____ cues for half of the
9 _____.



The subject wakes up and tries to remember
10 _____ of
the images.

FINDINGS:

After repeating the experiment on 11 _____, it was found that the subjects did not
12 _____ the images that had been cued in their sleep as easily.

- H** Imagine you want to use Gage's "sleep hack" for your studies, work, or for some other purpose. Use the points below to make notes. Then discuss your ideas with a partner.

- What could this hack help you do? How would you go about using it?
- How would you assess the effect on your memory?

Critical Thinking **Assessing evidence**

When someone says they've proven something in an experiment, it's important to consider the method used and the evidence provided to support the claim.

- I** Discuss these questions with a partner regarding the "sleep hack" experiment in the talk.

- 1 Was there enough information to tell if the experiment was conducted carefully in controlled conditions? If not, what other information would you have liked to see?
- 2 How many test subjects were used in total? Do you think there were enough people to show that the claims will hold true for most people?
- 3 Did the experiment show a clear result?

PRESENTING SKILL **Thinking from your audience's perspective**

When you give a presentation, think about what the audience already knows and what they will find interesting. Thinking from the audience's perspective can often help you to make the talk more suitable and engaging for them.

- J** ▶ 1.3 Watch three excerpts from Gage's TED Talk. Then discuss the questions with a partner.

- 1 What does Gage assume the audience will want to be able to do?
- 2 How do Gage and Mar'i show that they are excited about this research?
- 3 Did you notice any words that might be considered technical language or jargon?

- ✓ Consider what the audience may already know about the topic.
- ✓ Research things that could interest or excite the audience.
- ✓ Prepare answers for questions that the audience may have.
- ✓ Review your script to see if there is jargon or technical language to avoid or explain.

- K** Think of an area you have specialized knowledge of. Explain a concept or process in a clear and engaging way for someone who doesn't have the same knowledge.

Reading

A Discuss the questions with a partner. Then read the article.

- 1 Have you heard any stories of people who show amazing physical abilities in a crisis, such as by lifting a car off an injured person? Do you think these stories are likely to be true or to have been exaggerated? Why?
- 2 Can you think of any other types of situations where people might push themselves to their limits?

THE HIDDEN HERCULES

When everyday people become superheroes



▲ Mamoudou Gassama addresses the media after his rescue of a child.

1.7

A Walking through Paris on a warm weekend evening in May 2018, 22-year-old Mamoudou Gassama sees a crowd gathering below a young child hanging dangerously from a fourth-floor balcony. Springing into action and using what some have described as superhuman strength, Gassama quickly climbs the outside of the building, moving up from balcony to balcony to grab the child and pull him to safety. After just forty seconds, the drama is over, the child is safe and sound, and Gassama is being compared to the superhero Spider-Man. “I didn’t think twice,” he says in an interview, “I just climbed up.”

B In July 2012, in Virginia, U.S., Lauren Kornacki was just about to leave the house when the 22-year-old discovers her father trapped beneath the family car he has been working on. She yells to her mother to call emergency services, then lifts the weight of the car off her father, freeing him and saving his life. “It flashed, like, I’m going to lose my dad,” she tells reporters. Headlines call her a hero and praise her “super strength.” Nevertheless, Kornacki says that she doesn’t consider her actions to be “Hulk-like,” referring to the super-strong character from the Marvel films and comics.