

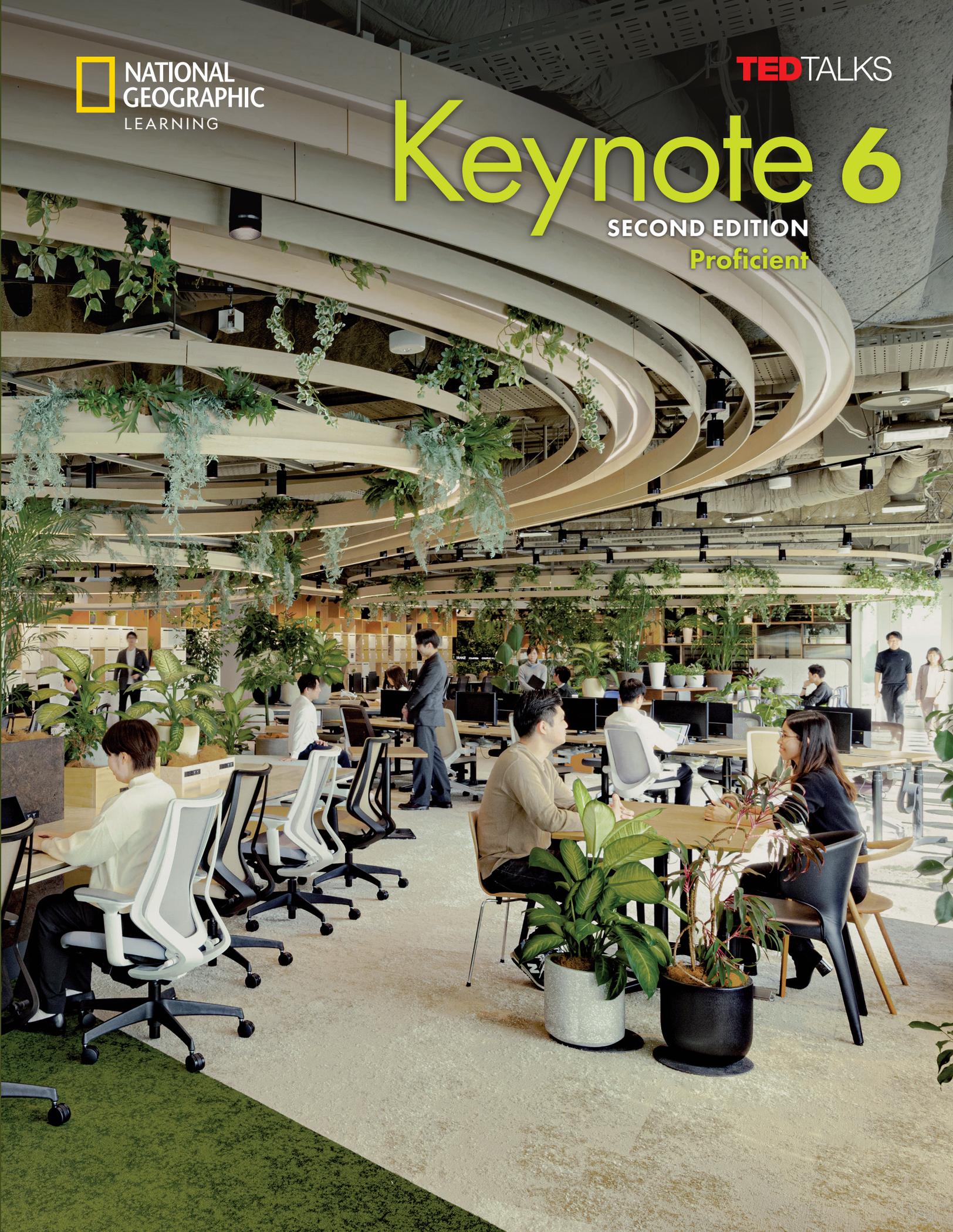
 NATIONAL  
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TED TALKS

# Keynote 6

SECOND EDITION

Proficient



**ON THE COVER**

Greenery and natural materials are used to create this organic office space in Tokyo, Japan. ©Keishin Horikoshi/SS

# Keynote 6

SECOND EDITION  
Proficient

Paul Dummett

Helen Stephenson

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and Richard Walker



National Geographic Learning,  
a Cengage Company

**Keynote 6, Second Edition**  
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**Lewis Lansford, and Richard Walker**

Publisher: Andrew Robinson  
Executive Editor: Sean Birmingham  
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WCN: 03-300-1029

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Student's Edition:  
ISBN: 978-0-357-96128-5

Student's Book with the Spark platform:  
ISBN: 978-0-357-96131-5

**National Geographic Learning**  
10650 Toebben Drive, Suite A, Independence, KY 41051, USA

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# Topics and Featured Talks

## 1 All in a Day's Work

*How to Find the Person Who Can Help You Get Ahead at Work*

Carla Harris  
TED Talk



## 2 Hopes and Fears

*Why I Live in Mortal Dread of Public Speaking*

Megan Washington  
TED Talk



## 3 Human Interaction

*10 Ways to Have a Better Conversation*

Celeste Headlee  
TED Talk



## 4 Economic Resources

*What a Living Whale is Worth—and Why the Economy Should Protect Nature*

Ralph Chami  
TED Talk



## 5 Practical Design

*Magical Houses, Made of Bamboo*

Elora Hardy  
TED Talk



## 6 Face Value

*The Danger of a Single Story*

Chimamanda Ngozi Adichie  
TED Talk



## 7 Food and Sustainability

*How I Fell in Love with a Fish*

Dan Barber  
TED Talk



## 8 Consuming Media

*The World's Most Boring Television ... and Why It's Hilariously Addictive*

Thomas Hellum  
TED Talk



## 9 Defining Success

*What Makes a Good Life? Lessons from the Longest Study on Happiness*

Robert Waldinger  
TED Talk



## 10 Smart Solutions

*Simple Hacks for Life with Parkinson's*

Mileha Soneji  
TED Talk



# Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Language	
<b>1 All in a Day's Work</b> 	Work and career	A video about "slash careers"	Emphasizing reasons using contrasts	Time expressions Formal and informal time expressions	
<b>2 Hopes and Fears</b> 	Hopes and fears	A podcast about phobias	Exaggerating	Future forms Expressing certainty	
 CAREER SKILLS 1: Presenting with Video • Watch a video about effective video presentations					
<b>3 Human Interaction</b> 	Communication	A talk about communication	Giving examples	Inversion with adverbials Sequencing events	
<b>4 Economic Resources</b> 	Economic resources	A conversation about the circular economy	Emphasizing points	Passive forms Nominalization in passive sentences	
 CAREER SKILLS 2: Managing People • Watch a video about effective managing and mentoring					
<b>5 Practical Design</b> 	Design	A talk about nudge design	Suggesting ideas	Causatives Expressions with <i>go</i> and <i>get</i>	

## Review 1: Units 1-5

	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	A talk about how to get ahead at work <b>Critical Thinking:</b> Summarizing an argument <b>Presenting:</b> Using movements and gestures	A book review on deep work	Planning an activity <b>Language:</b> Explaining benefits <b>Pronunciation:</b> Syllable stress in long words	A progress report
	A talk about the fear of public speaking <b>Critical Thinking:</b> Analyzing a speaker's purpose <b>Presenting:</b> Being yourself	An informational article about the "comfort zone"	Scenario planning <b>Language:</b> Expressing hopes and fears <b>Pronunciation:</b> Vowel sounds /i/ and /ai/	An email about a change of plans
• Watch a video presentation		• Make a presentation using video		
	A talk about how to have a good conversation <b>Critical Thinking:</b> Analyzing examples <b>Presenting:</b> Structuring a talk	A blog post about negotiating	Settling a disagreement <b>Language:</b> Outlining a position and responding <b>Pronunciation:</b> Giving extra emphasis	Informal messages
	A talk about the economic value of a whale <b>Critical Thinking:</b> Extending ideas to new contexts <b>Presenting:</b> Presenting statistics	An opinion article about land ownership	Assessing online claims <b>Language:</b> Expressing belief and skepticism <b>Pronunciation:</b> Silent consonants	A guidelines document
• Listen to a conversation between a mentor and mentee		• Role-play giving and receiving feedback		
	A talk about an innovative house design <b>Critical Thinking:</b> Verifying claims <b>Presenting:</b> Using persuasive techniques	An expository article about a design classic	Delivering a clear explanation <b>Language:</b> Explaining and checking <b>Pronunciation:</b> Tonic stress	An explanatory blog post

# Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Language	
<b>6 Face Value</b> 	Views and perspectives	A news story about a precious object	Sharing perspectives	Comparative structures Expressions for comparing	
<b>7 Food and Sustainability</b> 	Sustainability	A talk about sustainability	Reinforcing your point	Modals and phrasal modals Expressions with modal verbs	
 <b>CAREER SKILLS 3: Problem-Solving</b>					
• Watch a video about creative problem-solving					
<b>8 Consuming Media</b> 	Media consumption	A conversation about media choices	Responding to others' ideas	Modifying gradable and nongradable adjectives Adverb collocations	
<b>9 Defining Success</b> 	Success and failure	A conversation about success	Anticipating and influencing others' thinking	Conditional forms Conditional words and expressions	
 <b>CAREER SKILLS 4: Resilience</b>					
• Watch a video about resilience					
<b>10 Smart Solutions</b> 	Innovation and discovery	A video about inventions	Using rhetorical questions	Adverbials Commenting adverbials	

## Review 2: Units 6–10

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

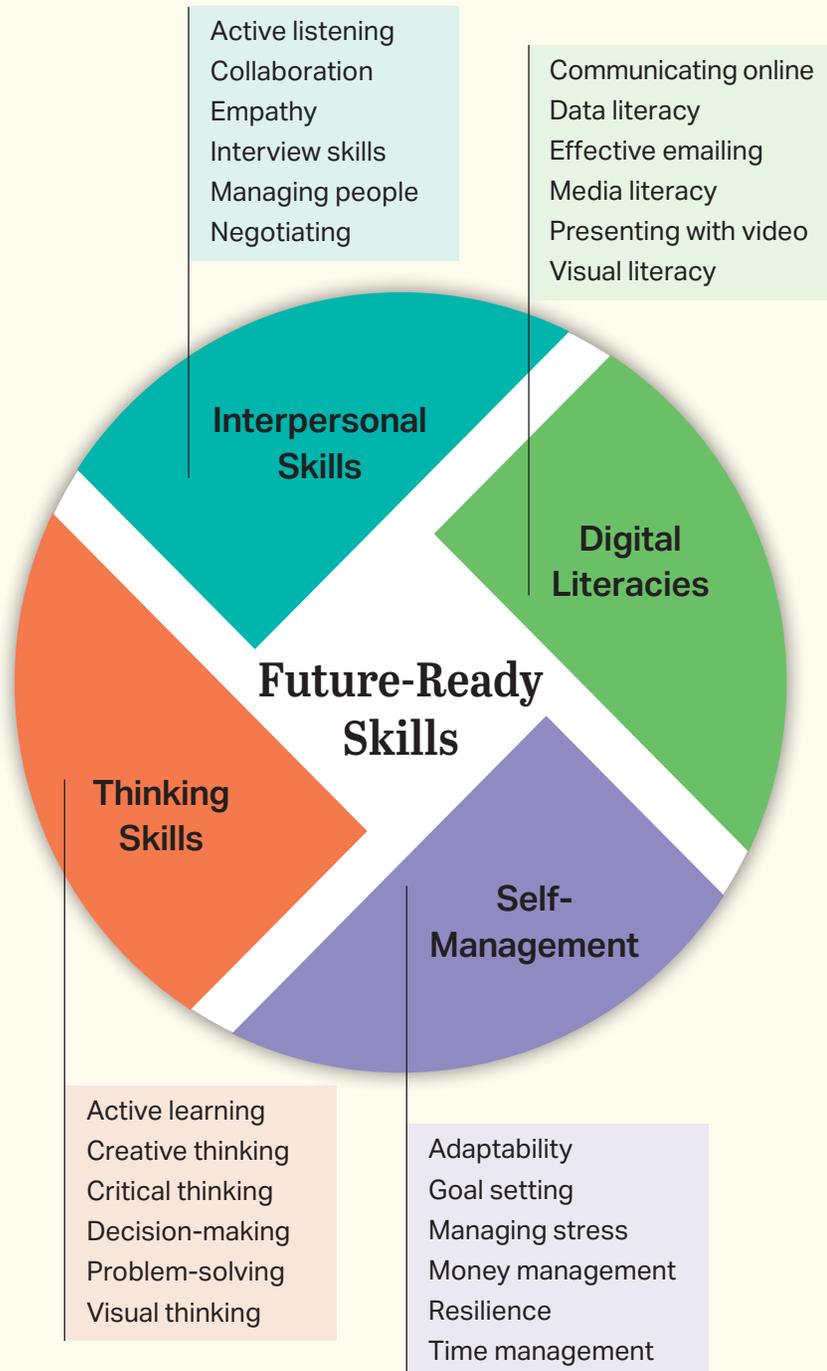
	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about stereotypes</p> <p><b>Critical Thinking:</b> Recognizing objectivity and subjectivity</p> <p><b>Presenting:</b> Using stories and personal anecdotes</p>	<p>An industry report about customer profiling</p>	<p>Developing a questionnaire</p> <p><b>Language:</b> Defining goals and evaluating criteria</p> <p><b>Pronunciation:</b> Discourse markers</p>	<p>A response to a text</p>
	<p>A talk about sustainable fish farming</p> <p><b>Critical Thinking:</b> Evaluating pros and cons</p> <p><b>Presenting:</b> Varying the pace</p>	<p>An expository article about greenwashing</p>	<p>Describing food preferences and dishes</p> <p><b>Language:</b> Describing food preferences and dishes</p> <p><b>Pronunciation:</b> Spelling and pronunciation</p>	<p>A survey report</p>
<p>• Listen to a conversation about solving a problem</p>			<p>• Use creative strategies to solve a problem</p>	
	<p>A talk about a TV phenomenon</p> <p><b>Critical Thinking:</b> Analyzing reasons for success</p> <p><b>Presenting:</b> Using anecdotes and humor</p>	<p>An opinion article about the media's influence</p>	<p>Creating guidelines</p> <p><b>Language:</b> Describing habits and preferences</p> <p><b>Pronunciation:</b> Vowels with voiced and voiceless consonants</p>	<p>A professional profile</p>
	<p>A talk about what keeps us well</p> <p><b>Critical Thinking:</b> Understanding a central message</p> <p><b>Presenting:</b> Delivering a message effectively</p>	<p>An opinion article about generational differences</p>	<p>Giving a "pep talk"</p> <p><b>Language:</b> Giving encouragement and reassurance</p> <p><b>Pronunciation:</b> Stress in words with prefixes</p>	<p>A personal essay</p>
<p>• Listen to a conversation about dealing with a setback</p>			<p>• Role-play dealing with a setback</p>	
	<p>A talk about simple solutions</p> <p><b>Critical Thinking:</b> Recognizing bias</p> <p><b>Presenting:</b> Using examples effectively</p>	<p>An expository article about a lost invention</p>	<p>Comparing advantages and disadvantages</p> <p><b>Language:</b> Expressing contrasts</p> <p><b>Pronunciation:</b> Contrastive stress</p>	<p>A product review</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.

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



# All in a Day's Work **1**



A stop-motion artist painting miniatures

## In this unit, you will ...

- explore evolving workplace trends and how we work best
- watch a TED Talk about how to get ahead at work
- read a book review
- plan an activity to boost engagement
- write a progress report

## Warm Up

Discuss the questions with a partner.

- 1 The photo shows a stop-motion artist painting and filming miniatures. How would you describe this person's job?
- 2 What are the pros and cons of freelance work compared to traditional full-time employment?
- 3 What things matter most to you in a job?

# 1A

# Working out a career

Use vocabulary related to work • Understand a talk about “slash careers” • Talk about ways to develop work

## Vocabulary Work and career

**A** Work in pairs. What different styles of working can you think of? Consider differences in location, hours, source of income, etc.

**B** Read the text. What ways of working are mentioned?

When we think about work, we tend to think of formal employment, such as a full-time or part-time job, or someone **self-employed**. But for every person in the formal economy, there is more than one person working in the informal economy. These are the market **vendors**, the freelance delivery riders and taxi drivers, and other **gig workers** whose work may be insecure. Gig work is often done to **supplement** other income. It is generally poorly paid, hours are unstable, and workers have few protections. It is typical for people working in the informal economy to receive no sick pay, no paid **leave** or vacation, and no benefits or bonuses.

But that is not to say all is perfect in the world of more formal 9-to-5 jobs. While for some fortunate employees, their chosen **vocation** provides a sense of purpose and fulfillment, for many others, it is a means to an end. These employees often want more freedom to **work remotely** or to vary their work and develop new skills. Some look to move. Others develop a **side hustle** to exploit their talents or supplement their incomes. Employers are increasingly aware of this and try to **retain** employees with improved **perks**, such as gym memberships or more flexible working hours, but whether this is enough incentive remains to be seen.



**C** Write the words and phrases in **blue** from Exercise B next to their definitions.

- |   |  |
|---|--|
| 1 _____ : time off  | 6 _____ : to add to                                  |
| 2 _____ : to keep   | 7 _____ : benefits                                   |
| 3 _____ : working for yourself                            | 8 _____ : a secondary independent job                |
| 4 _____ : sellers   | 9 _____ : a type of work that fits you               |
| 5 _____ : workers who undertake a temporary job on-demand | 10 _____ : work from somewhere other than the office |

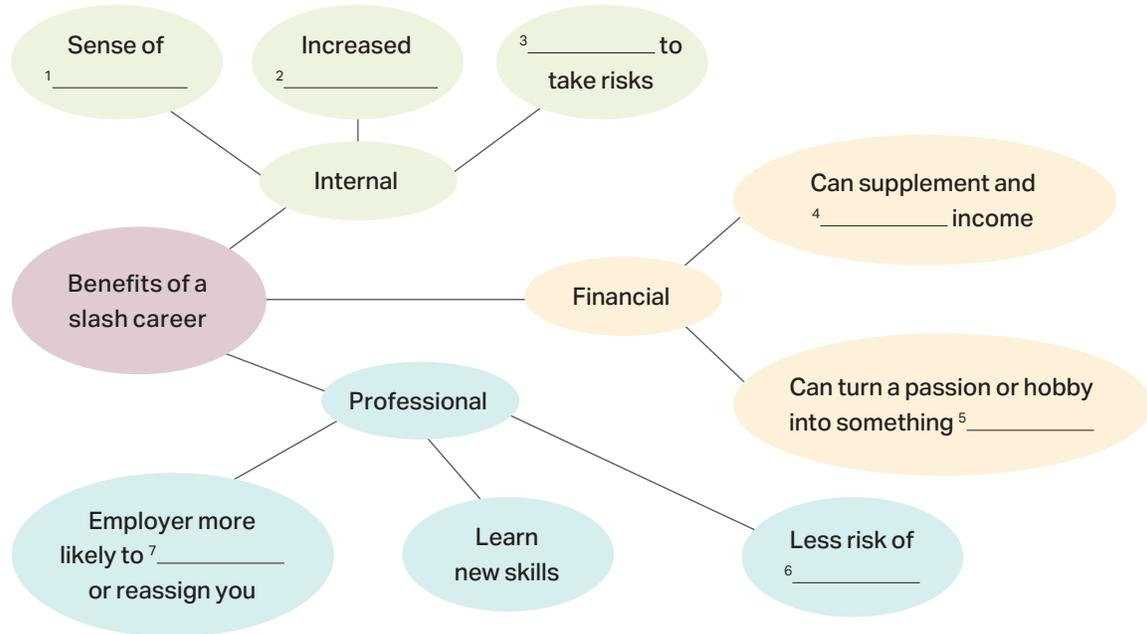
**D** Work with a partner. Think of an example for each of the following. Then share your answers with another pair.

- a job perk you would like to have
- a job that lends itself to working remotely
- a vocation you want to pursue
- different types of leave a company might offer
- a typical example of gig work in your country
- a side hustle that a creative person might do

## Viewing

**E** ▶ 1.1 Watch a slideshow from a coach and consultant describing the benefits of having a “slash career.” In summary, what is a slash career?

**F** ▶ 1.1 Complete the chart showing the benefits of a slash career and how those benefits lead to further positive outcomes. Watch again to check your answers.



**G** What qualities do you think a person needs to have a successful slash career? Who might a slash career not be suitable for? Discuss with a partner.

## Speaking

**H** Work in pairs. Find out the information below by interviewing your partner.

- main skills and qualifications
- other careers considered
- current job or desired career path
- hobbies and interests

### SPEAKING SKILL Emphasizing reasons using contrasts

Using contrasts can make your reasons more convincing.

*Increased income **is reason enough** to have a second job, **but there's an even more important reason**: to diversify your income.*

***You may think** it would be tiring, **but you'll actually** find you have more energy.*

***What starts as** a hobby **can easily become** something more than that.*

**I** Consider your partner's answers. Then advise them on what side hustle or slash career might be suitable for them. Use strategies from the Speaking Skill box to justify your suggestions.

Maybe you could freelance on weekends as a wedding photographer.  
You might think photography is just a hobby, but it can be lucrative.

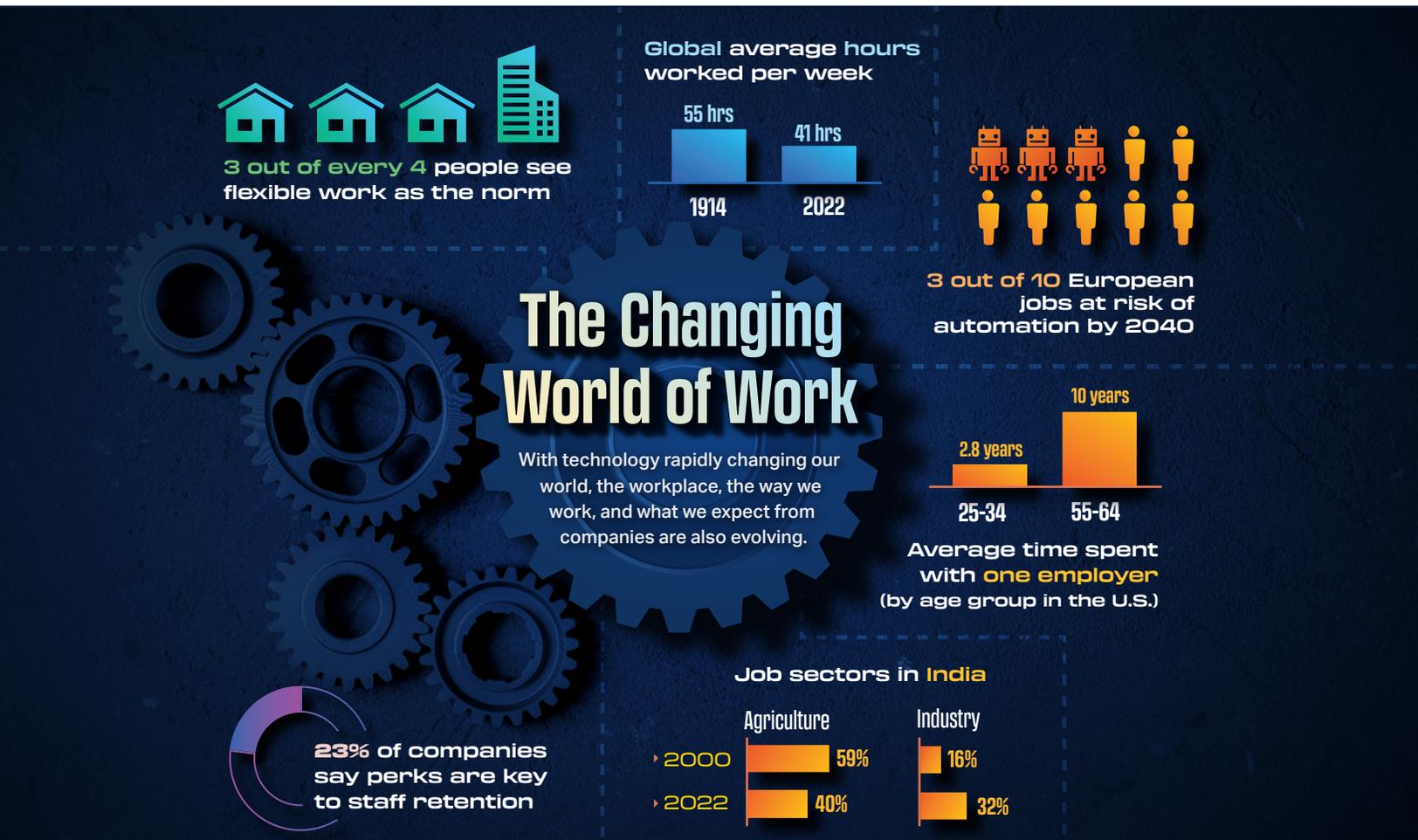
**J** Work with a new partner. Tell them what side hustle or slash career was suggested to you and whether you agree with this recommendation.

## 1B

## The changing workplace

Analyze an infographic about how work is changing • Use time expressions • Create and conduct a survey

## Language in Context



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

- 1 In what ways has work changed over time?
- 2 How will some jobs disappear in the future?
- 3 Taking into account all the trends, what other major changes do you expect to see in your working life?

## Language Focus Talking about different time periods

## GRAMMAR Time expressions

We often associate specific time expressions with certain verb forms and time frames. This can be useful in determining which verb form to use if you are uncertain.

*Before I worked for my current employer, I **hadn't heard** of a personal development plan.*

*Currently, employers **are being asked** to focus more on employee well-being.*

*The number of women working in management **has** only **started** to rise **in the last few years**.*

***By 2040**, many jobs **will have been lost** to AI and automation.*

For more information and practice, see Language Reference.

**B** Complete the sentences with the correct form of the verbs in parentheses. Then tell your partner what time frame is being referred to in each case.

- 1 Many more jobs \_\_\_\_\_ by the end of this decade. (**automate**)
- 2 Flexible working arrangements \_\_\_\_\_ not that common at the time. (**be**)
- 3 Since the turn of the century, the Indian economy \_\_\_\_\_ from agriculture to industry. (**shift**)
- 4 By 2010, the number of people working in the informal economy \_\_\_\_\_ considerably. (**increase**)

**C** Complete the time expressions using the words in the box.

back	last	so	some
those	by	since	within

- 1 People worked much longer hours a hundred years ago. **At that time** / \_\_\_\_\_ **then** / **In** \_\_\_\_\_ **days**, a 70-hour week was normal in some places.
- 2 \_\_\_\_\_ **far / Up to now**, automation has mainly affected manufacturing, but it is beginning to affect the service sector, too.
- 3 The number of people working in agriculture has been declining **for** \_\_\_\_\_ **time** / **in recent years** / \_\_\_\_\_ **the 1980s**.
- 4 The company hopes they will have significantly improved employee retention \_\_\_\_\_ **the end of the decade** / \_\_\_\_\_ **the next five years**.
- 5 **Two years ago / The year before** \_\_\_\_\_, the total number of people working in the informal economy was over 2 billion.

**D** Underline the verb that goes with each set of time expressions in Exercise C. What time frame (past, present, future) and verb form are used?

### VOCABULARY

#### Formal and informal time expressions

There are many variations on time expressions, some more formal and others more informal. For example, instead of saying *They will announce the results in the next few days*, we could say *in the coming days* (more formal) or *any day now* (more informal).

For more information and practice, see Language Reference.

**E** Work with a partner. Replace each expression in **bold** with a time expression from the box. Are the expressions in the box more formal or more informal?

every now and again	in my day
just as	sooner or later
for the time being	in this day and age
right now	this time next week

- 1 I don't see him often, but he calls me **occasionally**.
- 2 Don't worry. We will get an answer **in due course**.
- 3 It's unusual to see these traditional values being upheld **in the current age**.
- 4 **At present**, we do not offer long-term contracts.
- 5 Their offer of promotion came **at the very moment** I was thinking of resigning.
- 6 **In one week's time**, I'll be in Italy.
- 7 We don't expect the price to go up **for the foreseeable future**.
- 8 **In my formative years**, it was normal to play in the street without supervision.

**F** Make three sentences relating to your past, present, or future using different time expressions. Then work with a partner. Share your sentences and ask follow-up questions.

### Speaking Surveying work predictions

**G** Work with a partner. Follow the steps.

- 1 Make a list of questions about what work will be like 20 years from now. Your questions should consider:
  - number of jobs and time spent at each one
  - working hours and flexibility
  - work environment and perks (if any)
  - retirement age
- 2 Work individually. Interview at least two classmates.
- 3 Compare your findings with your original partner. What similarities or differences did you find?
- 4 Join another pair. Take turns sharing your findings, and ask follow-up questions. What interesting patterns did you notice?

Where do you think most people will work?

In 20 years' time, I think most people will have been working completely virtually for some time.



### Before Viewing

**A** Read the information in the box. Discuss the questions with a partner.

- 1 In what areas has Carla Harris been a successful leader?
- 2 If you had to give her a slash career job title, what would it be?

**B** Read the sentences. The words in **blue** are used in Carla Harris's TED Talk. Choose the correct definition for each word.

- 1 I'd like to think I work in a **meritocracy**, not a place where you need connections to get ahead.
  - a a system where people are chosen based on their abilities
  - b a system where people are chosen based on their background
- 2 There's a strong element of **subjectivity** when deciding who gets a promotion.
  - a basing decisions on opinions
  - b basing decisions on facts
- 3 Raising three children on her own gives her parenting book extra **credibility**.
  - a likability
  - b believability
- 4 She **endeavored** to create a productive working environment for her staff.
  - a tried hard
  - b chose
- 5 A good **mentor** is vital in the early stages of your career.
  - a a person who disciplines you
  - b a person who advises you

### TED TALKS

**CARLA HARRIS** has advised in sectors such as technology, media, and healthcare, and has worked as vice chairman of wealth management and senior client advisor at Morgan Stanley. She is a popular public speaker who gives career guidance to corporate audiences and has written several books. Harris is also a gospel singer and recording artist who has performed sell-out concerts in New York City. In her talk, *How to Find the Person Who Can Help You Get Ahead at Work*, Harris talks about how to move up in the workplace through performance and relationships.

## LISTENING SKILL Recognizing rhythm and stress

English is a stress-timed language. Rather than giving each word and syllable equal stress and length, the rhythm varies, with speakers usually (but not always) stressing the most important content words. Less important words are usually not stressed and are crowded into a shorter space. In fast speech, you won't hear every word, but the stressed content words will help you understand the speaker's overall meaning.

- C**  **1.1** Read the excerpt from Harris's TED Talk. Underline the words you think should be stressed. Then listen and check your answers. Practice saying the sentence with a partner.

This was my first time there, and as I observed, I saw that there was one person that was responsible for recording the outcome of a conversation.

- D**  **1.2** Listen to the next part of Harris's talk. Write only the content words you hear. Can you understand the general message based on these words? Discuss with a partner.

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## Viewing

- E**  **1.2** Watch Part 1 of Harris's TED Talk and decide whether the statements are true (T) or false (F). Then correct the false statements.

- |   |   |   |   |
|---|---|---|---|
| 1 | Only junior staff members are evaluated in the "roundtable" process.                              | T | F |
| 2 | The "roundtable" is where monetary bonuses are determined.  | T | F |
| 3 | Senior staff members comment on a candidate's case.   | T | F |
| 4 | Strong performers go in the "red bucket."   | T | F |
| 5 | Witnessing this process helped Harris see that a true meritocracy is impossible in organizations. | T | F |

- F** Work with a partner. Explain the evaluative process that Harris describes in your own words.

- G**  **1.3** Read the questions. Then watch Part 2 of Harris's TED Talk and note keywords and ideas. Then discuss your answers with a partner.

- 1 According to Harris, what is a sponsor?

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- 2 Why is a sponsor important when work is being evaluated?

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- 3 What two "currencies" are important for getting a sponsor?

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- 4 How do you generate these currencies?

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- 5 What does that mean an employee has to devote more time to?

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**H** ▶ 1.4 Watch Part 3 of Harris's TED Talk. Choose the correct option to complete each statement with the word or phrase Harris uses.

Your sponsor ...

- 1 needs to have a **voice / seat** at the decision-making table.
- 2 needs to have some **juice / energy** among the group.
- 3 needs to **jump on / pound** the table on your behalf.
- 4 is **more / less** important than a mentor if you want to get promoted.
- 5 will be carrying your **headshot / paper** into the room.
- 6 needs to spend their **currency / time** on you if you are worth it.

**I** Work with a partner. Explain in your own words what is meant by each of the statements in Exercise H.

**J** Can you think of a person (colleague, teacher, friend, etc.) who has acted as your sponsor in some way? How did they support you? How did it make you feel? Was their influence effective?

### Critical Thinking Summarizing an argument

Summarizing often involves expressing ideas in more readily understandable terms. It also helps you more clearly understand a text or argument by making you pick out the key points, organize them, and then express them briefly in your own words. Avoid unimportant details in your summary—focus on just the key points to give your reader or listener a general understanding.

**K** Work with a partner. Imagine you are speaking to someone who has not seen this talk. How would you summarize Harris's argument / advice in a few sentences?

**L** Think back to the benefits of a slash career from Lesson A, Exercise F and summarize them for a partner.

### GLOBAL ENGLISHES

**The impact of English on success**  
In addition to external factors like the roundtable and having effective sponsors, fluency in English is often seen as essential for accessing international career opportunities. How has the prominence of English influenced your own career aspirations and success?

### PRESENTING SKILL Using movements and gestures

When giving a presentation, whether you move around the stage or speak from a lectern, the main principle is to project openness and avoid appearing closed off.

**M** ▶ 1.5 Watch the excerpt from Harris's TED Talk. Then discuss the questions with a partner.

- 1 How much does she move around?
- 2 What gestures does she use to help explain these things?
  - other invited guests
  - people who were more senior
  - her own process going through the same steps

- ✓ Use gestures to explain or emphasize specific parts of your message.
- ✓ If you speak from a lectern, move away from time to time and face your audience.
- ✗ Try not to cross your arms or legs or clench your hands.
- ✗ Avoid nervous movements, like tapping or pacing.

**N** Work in small groups. Imagine you are going to present tips for a successful job interview. Follow the steps.

- 1 Make a list of tips for performing well in a job interview.
- 2 Choose the three best ones.
- 3 Take turns presenting the tips to your group. Stand up and imagine you are giving the presentation from a stage. Use the presenting tips to help you.

## Reading

**A** Work with a partner. Pick a recent work or school day, discuss these questions, and note your ideas.

- 1 How did you spend the day? How much of the day was productive?
- 2 How do you measure your productivity? Quantity or quality of work?
- 3 When are you most productive, and what gets in the way of your work?
- 4 How could you improve your productivity?

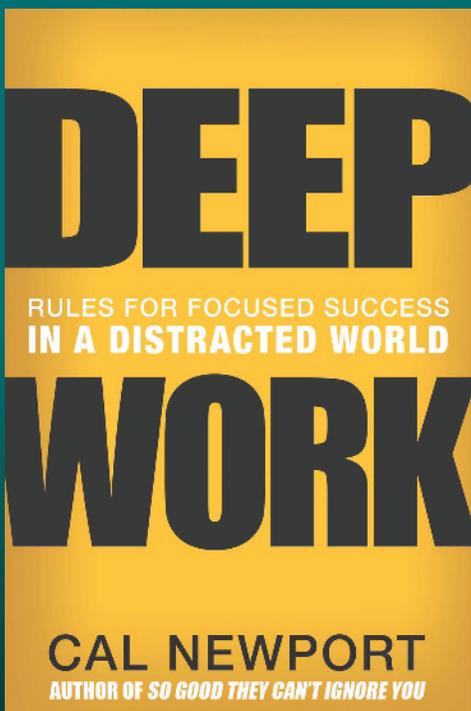
**B** Read the introduction to the author, Cal Newport, in the last paragraph of the book review (para. F). Answer the questions.

- 1 In what ways is Newport a high achiever?
- 2 How did Newport's experience with productivity differ from the norm?

**C** Read the review of Newport's book, *Deep Work*, (para. A–E). What does the reviewer say about the book? Choose the best answer.

- a Deep work is most effective when combined with a wider collection of working tools.
- b Deep work can help you to find more time for everything else.
- c Deep work involves avoiding all distractions, which is not very realistic.

## BOOK REVIEW: Cal Newport's *Deep Work*



### 1.3

**A** Self-help books most often act as a guide to help us tackle the human condition or overcome some debilitating external force. Cal Newport's book, *Deep Work: Rules for Focused Success in a Distracted World*, promises both of these things: to transcend the increasing “noise” surrounding us and to help us achieve levels of productivity we never thought possible. Early in the book, Newport himself admits he isn't the first to make such a promise and acknowledges his predecessors. He mentions meeting architect David Dewane, who proposed what he calls a “Eudaimonia [well-being] Machine”: an office space consisting of a series of rooms, each quieter than the previous one, ending with a small, soundproof space that facilitates “total focus and uninterrupted workflow.” Think of it as a more sophisticated version of a writer's cave in which it's easier to access a creative flow state. There's also Sophie Leroy, professor of management at the University of Washington, who recommends a different approach to dealing with distractions. Rather than resenting interruptions, she says, we should accept them and develop strategies to address them, such as noting your progress on a task when interrupted to more easily return to it later. So what about Newport and his recipe for success?