Talking TED

What is TED?

TED is a non-profit, global organization with a simple goal: to spread great ideas. Every year, hundreds of presenters share ideas at TED events around the world. Millions of people watch TED Talks online, inspiring many to change their attitudes and their lives.

Why use TED Talks in English Language Teaching?

TED speakers use authentic language, model best practices in presentation delivery, and bring real and fascinating ideas to the classroom. These ideas inspire learners to form opinions that they want to share. National Geographic Learning materials can help them do that in English.

How does Keynote use TED Talks to teach English?

Learners develop English language skills, presentation literacy, and explore great ideas through authentic TED Talks. Each unit helps learners build an understanding around a TED speaker’s main idea.

How is using Keynote different than using a TED Talk found online?

National Geographic Learning is the only publisher able to curate TED Talks for English language learners. The TED Talks selected for NGL materials are fascinating, language-level appropriate, and supported by a one-of-a-kind curriculum. In Keynote, TED Talks are broken into manageable segments that are used as springboards for language learning.

UNIT GOALS

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

Watch part of Theaster Gates’s TED Talk. Answer the questions with a partner.

1. What do you think Gates did with the building?
2. Does your neighborhood have many empty old buildings? Why or why not?

"It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?"
**VOCABULARY** Qualities of a neighborhood

A. Match the words in each set.

1. clean  o traffic  
2. affordable  o streets  
3. heavy  o housing  
4. friendly  o neighbors  
5. low  o buildings  
6. green  o crime rate  
7. reliable  o space  
8. vacant  o public transportation

B. Which of the phrases above describe positive qualities of a neighborhood? Which describe negative qualities? Compare with a partner. Are there any you disagree on?

C. Work with a partner. What are some other qualities of a good neighborhood? A bad neighborhood?

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**LISTENING** The neighborhood where I grew up

**A.** 
Identifying pros and cons: Taking notes using a chart can help you understand the pros (good points) and cons (bad points) of something.

**B.**
Listen to Craig Albrightson talking about his hometown in South Africa. Circle the topics he mentions:

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

**C.**
Listen again. Complete the chart with words from A. Add any extra details you hear.

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**CRITICAL THINKING**

Evaluating: Does Albrightson generally like or dislike his neighborhood?

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**SPEAKING** What’s your neighborhood like?

**A.**
What doesn’t speaker B like about her new neighborhood?

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

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

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

Pros | Cons
---|---

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‘Vocabulary’ sections teach key words and phrases needed to talk about the main idea presented in the unit.

Each lesson guides learners to apply skills, vocabulary, or grammar in a speaking opportunity.

Explicit listening strategies help learners access the authentic listening input that follows.

‘Listening’ sections feature audio and video interviews with real people from around the world including musicians, students, journalists, and National Geographic explorers.

Learners listen and watch a model conversation in the ‘Speaking’ sections, followed by a guided application activity.
WHAT MAKES A GREAT NEIGHBORHOOD?

A recent survey found that personal safety tops the list, but many other things also help.

1. Personal Safety
2. Green Space and Parks
3. Availability of Jobs
4. Air Quality
5. Entertainment and Nightlife
6. Water Quality
7. Good Roads
8. Good Schools
9. Entertainment and Nightlife
10. Nice Neighborhoods

Listen to a couple talking about where to move. Check [✓] the neighborhoods that each person likes.

Brentwood Crestview Woodlands

The man

The woman

Listen and study the language in the chart.

Offering suggestions

Let's
Maybe (we/you) can

One thing (we/you) could do is

Why don't (we/you) move to a new neighborhood?

How about moving to a new neighborhood?

What should (I/we) do? We/You should

Match the sentence parts to make suggestions.

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

Circle the correct words in the conversation. Then listen and check your answers.

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

Complete each suggestion with your own ideas.

1. A: I want to live in a fun, exciting part of the city.
   B: You should

2. A: I’d love to move to an area with a lot of green space.
   B: Maybe you could

3. A: I want to find a cheap apartment downtown as quickly as possible.
   B: Why don’t you

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

For more information on should/shouldn’t, see Grammar Summary 10 on page 118.

PEARSON ANNOTATED UNIT
The South Side of Chicago is a part of the city that has seen better days. Crime is a problem, and there are few jobs. Many blocks contain vacant buildings. But one resident is using his art to bring new life to the place.

Theaster Gates saw the decline of his neighborhood firsthand. As he grew up, he watched as buildings were demolished by the local government or abandoned by their owners. But as a potter, Gates knew how to make beautiful things from very little. In 2008, he decided to buy a vacant house not far from his own home, and he started to renovate it. He used the house to stage exhibitions and meetings, and the site soon attracted many visitors. The success of the project led Gates to buy more properties—turning them into cultural centers and meeting places. As Gates says, “We were slowly starting to reshape how people imagined the South Side of the city.”

One building, named Listening House, has a collection of old books that were donated by publishing companies and bookstores. Another building was turned into a movie theater and named Black Cinema House. It became so popular that soon there wasn’t enough room for all the visitors and a new location needed to be found.

Theaster Gates grew up in Chicago. The first house Gates renovated was near his home. Listening House is much bigger than Black Cinema House. Few people visited Black Cinema House. Gates has had art shows in Europe. Gates continues to work in Chicago.

BUILDING VOCABULARY

A. Match the words in blue from the passage to their definitions.

1. block: to produce a play, performance, musical, etc.
2. resident: someone who lives in a particular place
3. renovate: to make repairs to improve a place’s condition
4. stage: an area of land with streets on all its sides
5. location: a decrease in quality or importance
6. decline: a place where something happens

B. CRITICAL THINKING

Applying. In what other ways could you renovate a vacant building to create community gatherings? Discuss with a partner.

--- ‘Critical Thinking’ sections develop skills like applying, evaluating, and interpreting information to help learners achieve a deeper understanding of the main idea.
Theaster Gates decided to tackle his Chicago neighborhood's problems by reshaping and reimagining abandoned buildings. His idea worth spreading is that art can be a force for social change, bringing new life to buildings, neighborhoods, and entire cities.
You are going to plan and give a short presentation to a partner introducing a new piece of technology. It could be an app, a gadget, or a video game. Use some or all of the presentation skills from units 1–6. Write a post for the website with some suggestions.

First, think about the good points. I use it mainly to _______. It has a lot of _______/It doesn't have much/many _______. It can _______/Using it, I can _______/I can use it to _______.

Second, think about the bad points. I'm not sure if it's good for my _______. I use it for a long time, I feel a little dizzy for a while. It's also quite _______.

Third, think about the price. Is it expensive? I bought mine around a month ago, and I use it quite a lot. There are some great points, though. I'm not sure if it's good for my _______.

Fourth, think about the technology—A virtual reality headset. How many of you have one? Not so many. I bought one around a month ago, and I use it quite a lot. And it's amazing when you first try it. I use it to _______.

Finally, think about the fun. Would you recommend it to others? Why or why not?

A better neighborhood

COMMUNICATE Planning neighborhood improvements

A city has some problems in one of its neighborhoods, and many of the residents are unhappy. You have been asked by the local government to plan some changes to solve the problems. Turn to page 119, look at the map, and read about the problems.

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

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

Writing Creative suggestions

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

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