

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.

10 Creative Cities



Theaster Gates
Social activist, TED speaker

“It was dirt. It was nothing. It was nowhere. And so we just started imagining, what else could happen in this building?”

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.

WARM UP

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

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

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Each unit develops appropriate language-learning goals supported by a carefully segmented TED Talk. The unit opener uses a compelling excerpt to introduce the main idea, engage learners, and encourage discussion.



Young children playing in the colorful streets of Las Peñas, Ecuador

10A In the neighborhood

VOCABULARY Qualities of a neighborhood

A Match the words in each set.

- | | | | | | |
|--------------|-----------------------|-----------|------------|-----------------------|-----------------------|
| 1 clean | <input type="radio"/> | traffic | 5 low | <input type="radio"/> | buildings |
| 2 affordable | <input type="radio"/> | streets | 6 green | <input type="radio"/> | crime rate |
| 3 heavy | <input type="radio"/> | housing | 7 reliable | <input type="radio"/> | space |
| 4 friendly | <input type="radio"/> | neighbors | 8 vacant | <input type="radio"/> | 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?

I think a good neighborhood needs a lot of stores nearby.

I agree. And there need to be nice places for young people to hang out.

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LISTENING The neighborhood where I grew up

Identifying pros and cons

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

A ▶ 10.2 Listen to Craig Albrightson talking about his hometown in South Africa. Circle the topics he mentions.

green space	crime	housing	traffic
nightlife	public transportation	neighbors	jobs

B ▶ 10.2 Listen again. Complete the chart with words from A. Add any extra details you hear.

Pros	Cons

C CRITICAL THINKING

Evaluating Does Albrightson generally like or dislike his neighborhood?

SPEAKING What's your neighborhood like?

A ▶ 10.3 What doesn't speaker B like about her new neighborhood?

A: I hear you moved to a new place. apartment / house

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. stores / restaurants

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. how about buying / why not buy

B: Yeah, that's a good idea. I'll think about it. not a bad idea / a great idea

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

C 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

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.

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In the 'Language Focus' section, an engaging infographic provides real-life context for key grammar points. Students then listen to the grammar presented in context.

The grammar from the 'Language Focus' is then embedded within a scripted listening activity.

The 'Grammar Summary' section in the appendix provides additional grammar support related to the structure introduced in the lesson.

10B Nice neighborhoods

LANGUAGE FOCUS Giving advice and making suggestions

A ▶ **10.4** Read the information. Which things describe your neighborhood?



B ▶ **10.5** Listen to a couple talking about where to move. Check [✓] the neighborhoods that each person likes.

	Brentwood	Crestview	Woodlands
The man			
The woman			

C ▶ **10.6** Listen and study the language in the chart.

Offering suggestions	
Let's	
Maybe (we/you) can	move to a new neighborhood.
(We/You) could	
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 live in Crestview. We/You shouldn't move to Woodlands.

For more information on **should/shouldn't**, see Grammar Summary 10 on page 158.

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D Match the sentence parts to make suggestions.

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

E ▶ **10.7** 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 '(find/finding)' a new neighborhood?
A: Yeah. We could ²(move/moving) downtown. The shopping is great there.
B: Yeah, but housing isn't very affordable. Maybe we could ³(move/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 ⁴(ask/asking) them what it's like?

F 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 _____?

SPEAKING The right neighborhood

A Read the descriptions below. Three people are moving to your city and are looking for a suitable neighborhood.

John	Makiko	Miguel
"I'm a student, and I'd like a quiet neighborhood with affordable housing. I want to live near the university. It would be nice to have some green space or a park nearby."	"I just started a job in the city, so I'd like to live in a fun neighborhood close to downtown with good public transportation. I want to be close to nice cafés and restaurants."	"I'm an artist and would like to live in an older part of the city. I'd love to find a place with huge rooms for my studio. I don't have much money, so it needs to be affordable."

B 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.

- I think John should live in Rochworth. It's quiet, cheap, and near the university.
Good idea. Or maybe he could live in Whitdale. There are a lot of parks.

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In the 'Speaking' section, learners practice grammar communicatively through a controlled task.



Theaster Gates's first art project in the UK saw nonstop musical performances held in the ruins of an old church for 24 days.

10C Reshaping a city

PRE-READING Previewing

Read the first paragraph. What problems on the South Side of Chicago are mentioned? Discuss with a partner.

10.8

1 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.

2 Theaster Gates saw the **decline** of his neighborhood firsthand. As he grew up, he watched as buildings were demolished¹ by the local government or abandoned² by their owners. But as a potter,³ 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.

3 He used the house to **stage** exhibitions⁴ 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.”

4 One building, named Listening House, has a collection of old books that were donated by publishing companies⁵ 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.

5 Gates is now a well-known international artist. He has taken part in art shows in Germany and the United Kingdom, and in 2014, he was named as one of the most powerful people in contemporary art⁶ by *Art Review* magazine. But Gates hasn’t forgotten his neighborhood, and his work in Chicago continues. Gates has helped design a million-dollar art project for one of the South Side’s subway stations.

¹ **demolish:** v. to completely destroy something

² **abandon:** v. to leave something

³ **potter:** n. a person who makes pots, dishes, etc., from clay

⁴ **exhibition:** n. an event in which art is shown to the public

⁵ **publishing companies:** n. companies that make books

⁶ **contemporary art:** n. art made by artists in the modern period

UNDERSTANDING PURPOSE

Read the passage. Match each paragraph with its purpose.

- | | | | |
|-------------|-----------------------|-----------------------|--|
| Paragraph 1 | <input type="radio"/> | <input type="radio"/> | explains why Gates started his first renovation project. |
| Paragraph 2 | <input type="radio"/> | <input type="radio"/> | describes how Gates’s first project led to more. |
| Paragraph 3 | <input type="radio"/> | <input type="radio"/> | introduces and describes Chicago’s South Side. |
| Paragraph 4 | <input type="radio"/> | <input type="radio"/> | gives examples of two of Gates’s projects in Chicago. |
| Paragraph 5 | <input type="radio"/> | <input type="radio"/> | describes how Gates continues to work in Chicago despite international fame. |

UNDERSTANDING DETAILS

Are the following statements true, false, or not given according to the passage? Circle **T** for true, **F** for false, or **NG** for not given.

- | | | | |
|--|----------|----------|-----------|
| 1 Theaster Gates grew up in Chicago. | T | F | NG |
| 2 The first house Gates renovated was near his home. | T | F | NG |
| 3 Listening House is much bigger than Black Cinema House. | T | F | NG |
| 4 Few people visited Black Cinema House. | T | F | NG |
| 5 Gates has had art shows in Europe. | T | F | NG |
| 6 Gates continues to work in Chicago. | T | F | NG |

BUILDING VOCABULARY

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

- | | | | |
|--------------------------|-----------------------|-----------------------|--|
| 1 block | <input type="radio"/> | <input type="radio"/> | to produce a play, performance, musical, etc. |
| 2 resident | <input type="radio"/> | <input type="radio"/> | to make repairs to improve a place’s condition |
| 3 renovate | <input type="radio"/> | <input type="radio"/> | someone who lives in a particular place |
| 4 stage | <input type="radio"/> | <input type="radio"/> | an area of land with streets on all its sides |
| 5 location | <input type="radio"/> | <input type="radio"/> | a decrease in quality or importance |
| 6 decline | <input type="radio"/> | <input type="radio"/> | 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.

Reading passages prepare learners to access the topic and vocabulary they will encounter later in the TED Talk, while developing useful reading skills and strategies.

Lesson D uses a segmented TED Talk to enable learners to better understand and respond to a TED speaker's main idea.

Learners use different segments of the TED Talk to reinforce vocabulary, practice sequencing information, and develop listening and viewing skills.

10D How to revive a neighborhood

TEDTALKS

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.



PREVIEWING

Read the paragraph above. Choose the correct meaning of each **bold** word. You will hear these words in the TED Talk.

- When you **tackle** a problem, you (**ignore / deal with**) it.
- To **reshape** something means to (**make a copy / change the structure**) of it.
- An **abandoned** building is one that the owner (**left / just bought**).

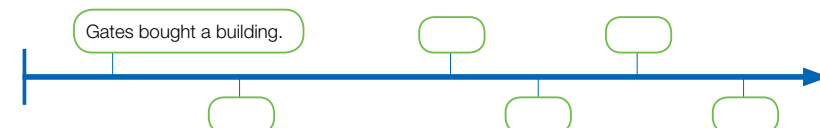
VIEWING

A ▶ **10.9** Watch Part 1 of the TED Talk. What problem in his neighborhood does Gates talk about?

- a high crime b vacant buildings c not many jobs

B ▶ **10.10** Watch Part 2 of the TED Talk. Put the events in the order they happened. One option is extra.

- a Gates renovated the building. d Gates began to sweep as a kind of performance art.
b Gates bought other buildings. e People started to come to Gates's building.
c Gates got a new job to earn money. f Gates used the building to stage exhibitions.



C ▶ **10.11** Watch Part 3 of the TED Talk. Circle the correct option to complete each sentence.

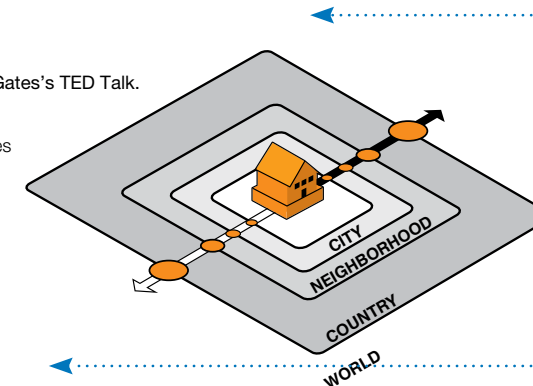
- The Arts Bank project was difficult to finance because (**no one was interested in the neighborhood / the costs were very high**).
- The Arts Bank is now used as a (**free school for adults / place for exhibitions and performances**).
- Gates is now (**giving advice to others / doing art exhibitions**) around the country.

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D CRITICAL THINKING

Interpreting Look at the diagram from Gates's TED Talk. What does it show?

- a how Gates's project faced difficulties
b how Gates's project grew in size
c how news about Gates's block spread



VOCABULARY IN CONTEXT

▶ **10.12** Watch the excerpts from the TED Talk. Choose the correct meaning of the words.

PRESENTATION SKILLS Paraphrasing key points

When giving a presentation, speakers often paraphrase their key points to make sure their audience understands. When you paraphrase, you repeat the same point but use different words.

A ▶ **10.13** Watch part of Theaster Gates's TED Talk. Complete the sentence with the words you hear. Notice how Gates paraphrases his key point.

"In some ways, it feels very much like I'm a potter, that we tackle the things that are at our wheel, we _____ with the _____ that we have to think about this next bowl that I want to make."

B Match the phrases below to make sentences from Gates's TED Talk.

▶ **10.14** Watch the excerpt to check your answers.

- | | |
|-------------------------------------|---|
| 1 "It was dirt. It was nothing." | <input type="radio"/> a how to start with the things that are in front of you." |
| 2 "We tricked it out." | <input type="radio"/> b It was nowhere." |
| 3 "We brought some heat," | <input type="radio"/> c We made it as beautiful as we could." |
| 4 "how to start with what you got," | <input type="radio"/> d ... we kind of made a fire." |

C Write a sentence to paraphrase each of the points below. Compare your ideas with a partner.

- 1 The most important thing about a neighborhood is safety.

- 2 My neighborhood is really green.

TEDTALKS

'Critical Thinking' sections in Lesson D challenge learners to analyze and interpret information presented in the TED Talk.

'Vocabulary in Context' sections guide learners to review excerpts from the TED Talk to identify the meaning of useful spoken expressions and idioms.

Using TED Speakers as models, 'Presentation Skill' sections guide learners to watch and note best practices speakers use to deliver their ideas. For more development of **presentation literacy**, please see the 'Presentation Page' located after every three units.

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A mural painted on the side of the Cultural Museum in Santa Fe, United States

10E A better neighborhood

COMMUNICATE Planning neighborhood improvements

A 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 XX, 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.

OK. I think we should build a park somewhere.

Good idea. How about here near the river?

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

Describing steps

First, ... / Firstly, ... Second, ... / Secondly, ... Third, ... / Thirdly, ...

WRITING Creative suggestions

Imagine your town or city wants to renovate a large old building downtown. The local government have 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 ...

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Located after every three units, 'Presentation' pages review the presentation skills presented in the previous units and guide learners to apply those skills as they create and deliver their own presentations.

Presentation 2

MODEL PRESENTATION

A Complete the transcript of Mark's presentation using the words in the box.

after heavy can many quickly much expensive play fun talk health tell

I'd like to ¹ _____ to you about a new piece of technology—a virtual reality headset. How many of you have one? Not so many. Well, I bought mine around a month ago, and I use it quite a lot.

First, I'd like to ² _____ you about the good points. I use it mainly to ³ _____ video games. It makes the games much more ⁴ _____. It feels very realistic, and it's amazing when you first try it. I ⁵ _____, also use it to watch films, which is really cool.

There are some bad points, though. I'm not sure if it's good for my ⁶ _____ or not. Sometimes, ⁷ _____

I use it for a long time, I feel a little dizzy for a while. It's also quite ⁸ _____, so it's a little uncomfortable to wear

for a long time. It was ⁹ _____, too—nearly \$500—and there aren't ¹⁰ _____ games for it right now.

So, would I recommend it? I'd say no, not yet. I think it's best to wait for the price to come down and for the technology to improve. But I think this will happen very ¹¹ _____.

Thank you very ¹² _____.

B ▶ **P.2** Watch/Listen to the presentation and check your answers.

C ▶ **P.2** Review the list of presentation skills from Units 1–6 below. Which does the speaker use? Check [✓] them as you watch/listen again.

Presentation Skills: Units 1–6

The speaker ...		
• introduces himself/herself	<input type="checkbox"/>	• uses effective hand gestures
• uses effective body language	<input type="checkbox"/>	• involves the audience
• introduces his topic	<input type="checkbox"/>	• thanks the audience

YOUR TURN

A 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 questions below to make some notes.

What is it?
What does it do?
How does it work?
What are the good points about it?
What are the bad points about it?
Would you recommend it to others? Why or why not?

B Look at the useful phrases in the box below. Think about which ones you will need in your presentation.

Useful Phrases

Describing how something works: *It can ... / Using it, I can ... / I can use it to ...*
It has a lot of ... / It doesn't have much / many ...
Positive words to describe gadgets: *modern, easy to use, fast, light, strong, fun, cheap*
Negative words to describe gadgets: *old-fashioned, difficult to use, slow, heavy, weak, boring, expensive*
Describing sequence: *When / After I use it, I ...*
To use it, first you need to ...
Then, ...

C Work with a partner. Take turns giving your presentation using your notes. Use some of the presentation skills from units 1–6. As you listen, check [✓] each skill your partner uses.

Presentation Skills: Units 1–6

The speaker ...		
• introduces himself/herself	<input type="checkbox"/>	• uses effective hand gestures
• uses effective body language	<input type="checkbox"/>	• involves the audience
• introduces his topic	<input type="checkbox"/>	• thanks the audience

D Give your partner some feedback on his or her talk. Include two things you liked, and one thing he or she can improve.

That was great. Your body language was good, and you involved the audience. But you forgot to thank the audience at the end.

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Using prompts and relevant language, learners create their own short presentations.

When delivering their own presentations, learners integrate the presentation skills presented in the previous units and give constructive feedback on their peers' presentations.

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