

# Keynote 4

SECOND EDITION  
Upper Intermediate



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**ON THE COVER**

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

©Christopher Payne/National Geographic Image Collection

# Topics and Featured Talks

## 1 Life Goals

*Why 30 Is Not  
the New 20*

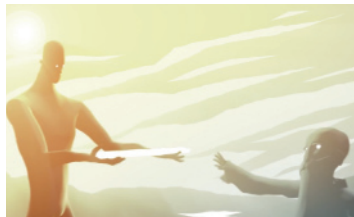
Meg Jay  
TED Talk



## 2 Heroes and Influences

*What Makes  
a Hero?*

Matthew Winkler  
TED-Ed



## 3 Real or Fake?

*How to Spot a Liar*

Pamela Meyer  
TED Talk



## 4 Making Money

*The Emotions  
Behind Your  
Money Habits*

Robert A. Belle  
TED Talk



## 5 Well-Being

*There's No Shame  
in Taking Care of  
Your Mental Health*

Sangu Delle  
TED Talk



## 6 Intelligent Machines

*What Intelligent  
Machines Can  
Learn From a  
School of Fish*

Radhika Nagpal  
TED Talk



## 7 Slowing Down

*Cloudy With a  
Chance of Joy*

Gavin  
Pretor-Pinney  
TED Talk



## 8 Global Connections

*What It Means  
to Speak  
"Good" English*

Heather Hansen



## 9 Voices

*Get Comfortable  
With Being  
Uncomfortable*

Luvvie Ajayi Jones  
TED Talk



## 10 Creative Thinking

*How Boredom Can  
Lead to Your Most  
Brilliant Ideas*

Manoush  
Zomorodi  
TED Talk



# Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
<b>1 Life Goals</b> 	Milestones in life	A video about young adults	Comparing and contrasting	Future forms Qualifying expressions <b>Pronunciation:</b> Using intonation to express certainty	
<b>2 Heroes and Influences</b> 	Influences	A video about stories	Using emotive language	Present perfect and present perfect continuous Adverbs to describe trends	
<b>CAREER SKILLS 1: Effective Emailing</b> • Watch a video about writing effective emails					
<b>3 Real or Fake?</b> 	Truth and lies	An interview with a recruiter	Generalizing	Past perfect and past perfect continuous <i>Used to and would</i>	
<b>4 Making Money</b> 	Money	A podcast about money	Gaining time to think	Purpose clauses Separable and inseparable phrasal verbs	
<b>CAREER SKILLS 2: Interview Skills</b> • Watch a video about interview skills					
<b>5 Well-Being</b> 	Emotions	A video about stress	Responding with empathy	Verb patterns: verb + <i>to</i> -infinitive or verb- <i>ing</i> Verb patterns: object + infinitive or <i>to</i> -infinitive	

## Review 1: Units 1–5

	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about our 20s</p> <p><b>Critical Thinking:</b> Identifying biases</p> <p><b>Presenting:</b> Using a case study</p>	<p>A discussion article about sharing goals</p>	<p>Getting career advice</p> <p><b>Language:</b> Discussing options</p>	<p>A career goal statement</p>
	<p>A video about fictional heroes</p> <p><b>Critical Thinking:</b> Understanding figurative language</p> <p><b>Presenting:</b> Using storytelling techniques</p>	<p>A book review on social influence</p>	<p>Planning a video ad</p> <p><b>Language:</b> Agreeing and disagreeing</p> <p><b>Pronunciation:</b> Using intonation for unfinished thoughts</p>	<p>A social media marketing post</p>
<ul style="list-style-type: none"> <li>• Listen to a conversation about a job application email</li> </ul>		<ul style="list-style-type: none"> <li>• Write a persuasive job application email</li> </ul>		
	<p>A talk about liars</p> <p><b>Critical Thinking:</b> Identifying a speaker's stance</p> <p><b>Presenting:</b> Beginning with a strong statement</p>	<p>An opinion article about why we lie</p>	<p>Asking for information</p> <p><b>Language:</b> Questioning others</p> <p><b>Pronunciation:</b> Using intonation for conditional sentences</p>	<p>An online review</p>
	<p>A talk about money habits</p> <p><b>Critical Thinking:</b> Drawing connections</p> <p><b>Presenting:</b> Structuring your presentation</p>	<p>A discussion article about money and happiness</p>	<p>Making a video on financial tips</p> <p><b>Language:</b> Signposting in a short video</p> <p><b>Pronunciation:</b> Linking sounds</p>	<p>A forum post asking for advice</p>
<ul style="list-style-type: none"> <li>• Watch a conversation about a job interview</li> </ul>		<ul style="list-style-type: none"> <li>• Role-play an interview</li> </ul>		
	<p>A talk about mental health</p> <p><b>Critical Thinking:</b> Reflecting on past experiences</p> <p><b>Presenting:</b> Repeating key phrases</p>	<p>An explanatory article about controlling stress</p>	<p>Talking about problems</p> <p><b>Language:</b> Getting feedback</p> <p><b>Pronunciation:</b> Reduced vowel sounds</p>	<p>A recommendation report</p>

# Scope and Sequence

UNIT	LESSON A			LESSON B	
	Vocabulary	Listening	Speaking	Grammar	
<b>6 Intelligent Machines</b> 	Technology	A video about robots	Adding emphasis	Conditionals: zero, first, second  Question tags  <b>Pronunciation:</b> Using intonation for question tags	
<b>7 Slowing Down</b> 	Pace of life	An interview about slowing down	Restating your point	Articles: definite, indefinite, zero  Quantifiers	
 CAREER SKILLS 3: Time Management <span style="float: right;">• Watch a video about using time efficiently</span>					
<b>8 Global Connections</b> 	Communication	A video about disagreements	Mediating disagreements	Reported speech Reporting verbs	
<b>9 Voices</b> 	Sharing opinions	A podcast about differing opinions	Disagreeing respectfully	Third conditional Mixed conditional	
 CAREER SKILLS 4: Visual Thinking <span style="float: right;">• Watch a video about visual thinking</span>					
<b>10 Creative Thinking</b> 	Creativity	A webinar about ideas	Reacting with interest	Relative clauses: defining and non-defining  Relative clauses: reduced	

## Review 2: Units 6–10

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

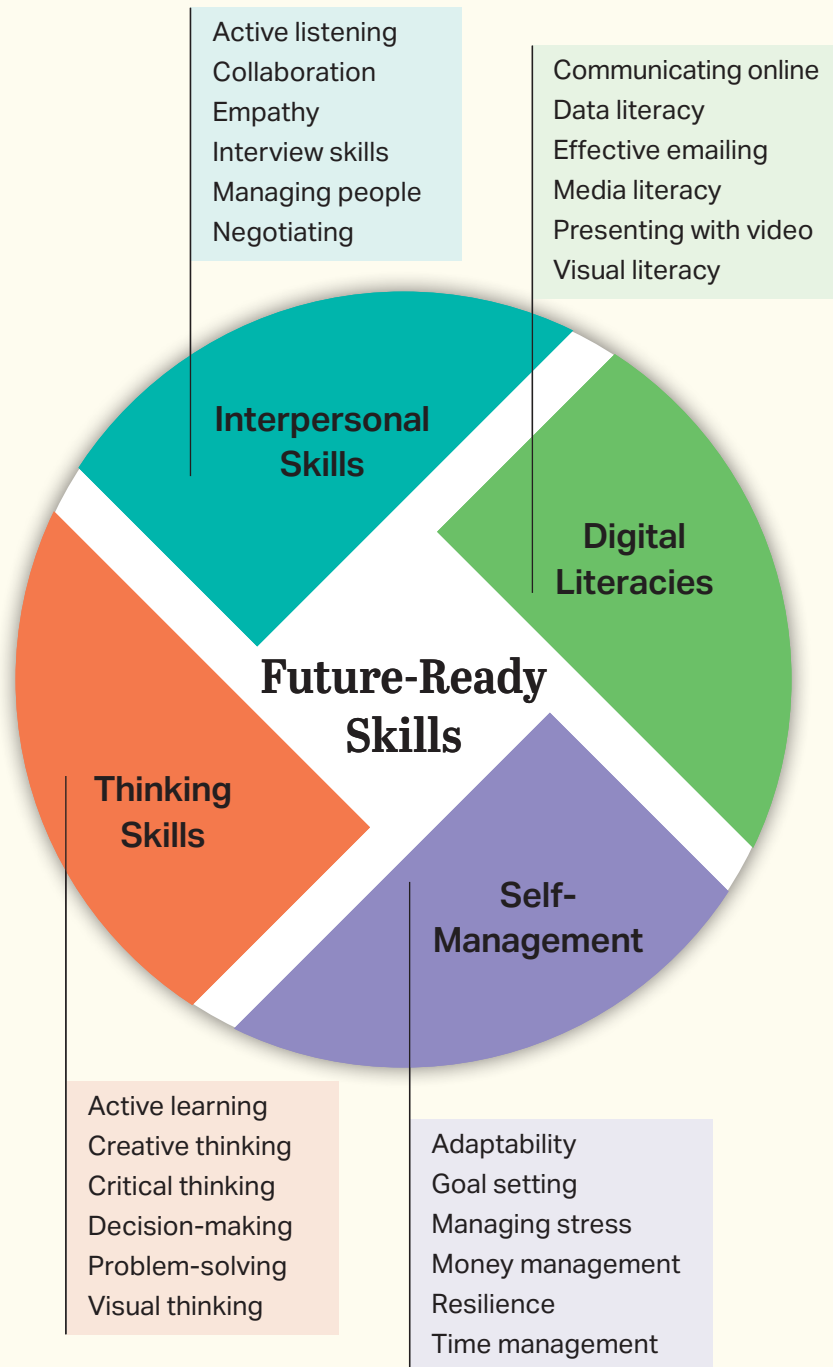
	LESSON C	LESSON D	LESSON E	LESSON F
	Viewing	Reading	Communication	Writing
	<p>A talk about designing robots</p> <p><b>Critical Thinking:</b> Understanding comparisons</p> <p><b>Presenting:</b> Supporting key ideas with visuals</p>	<p>An explanatory article about the future of robots</p>	<p>Recommending a tech product</p> <p><b>Language:</b> Talking about how things work</p>	<p>A user guide</p>
	<p>A talk about watching clouds</p> <p><b>Critical Thinking:</b> Identifying the takeaway message</p> <p><b>Presenting:</b> Being enthusiastic</p>	<p>A discussion article about busyness</p>	<p>Prioritizing tasks</p> <p><b>Language:</b> Leading a meeting</p> <p><b>Pronunciation:</b> Minimal pairs</p>	<p>A delegating email</p>
		<ul style="list-style-type: none"> <li>• Listen to a conversation about a person's work schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Plan tasks to maximize productivity</li> </ul>	
	<p>A talk about English as a global language</p> <p><b>Critical Thinking:</b> Understanding a speaker's purpose</p> <p><b>Presenting:</b> Using pauses</p>	<p>A discussion article about listening skills</p>	<p>Explaining a news story</p> <p><b>Language:</b> Applying the RASA method</p> <p><b>Pronunciation:</b> Using contrastive stress to convey meaning</p>	<p>A news story</p>
	<p>A talk about speaking up in difficult situations</p> <p><b>Critical Thinking:</b> Evaluating a persuasive message</p> <p><b>Presenting:</b> Being authentic</p>	<p>A discussion article about speaking up</p>	<p>Talking about difficult topics</p> <p><b>Language:</b> Addressing a difficult topic</p> <p><b>Pronunciation:</b> Elision of consonants <i>t</i> and <i>d</i></p>	<p>A response to a complaint email</p>
		<ul style="list-style-type: none"> <li>• Watch a brainstorming meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate to generate ideas for developing a business</li> </ul>	
	<p>A talk about boredom and creativity</p> <p><b>Critical Thinking:</b> Interpreting tone of voice and nonverbal cues</p> <p><b>Presenting:</b> Asking questions</p>	<p>An explanatory article about creative and critical thinking</p>	<p>Brainstorming ideas for a new product</p> <p><b>Language:</b> Brainstorming</p> <p><b>Pronunciation:</b> Strong and weak forms of <i>have</i></p>	<p>A product proposal</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.

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.



# Life Goals 1



A couple in front of Jade Dragon Snow Mountain, Lijiang, China

## In this unit, you will ...

- explore different life goals and ways to achieve them
- watch a TED Talk about life changes
- read an article about sharing goals
- give career advice
- write a career goal statement

## Warm Up

Discuss the questions with a partner.

- 1 The photo shows a couple taking wedding photos. Think about your culture or one you know about. What's a typical age to get married?
- 2 At what age do you think a person becomes an "adult"?
- 3 What are some important life goals that people aim for?



▲ A girl celebrates her quinceañera.

### Vocabulary Milestones in life

**A** Read the text. Which of the milestones have you completed? Discuss your answers with a partner.

In cultures around the world, people celebrate the arrival of “adulthood” at different ages. The quinceañera, for example—a celebration of a girl’s 15th birthday—is a significant life event in Mexico. In North America, **graduating** from high school is a key moment on the road to adulthood. Although most people take on adult responsibilities like choosing a **life partner**, **moving out** of their parents’ house, **starting a family**, finding **full-time employment**, or becoming **financially independent** at a much later age, events that mark the start of adulthood are important milestones. They signify that a person is now **mature** and ready to **take responsibility** for their own lives.

**B** Write the correct form of the words and phrases in **blue** from Exercise A next to their definitions.

- 1 \_\_\_\_\_ : someone you’re in a long-term relationship with
- 2 \_\_\_\_\_ : earning your own money
- 3 \_\_\_\_\_ : to take care of something or someone
- 4 \_\_\_\_\_ : to leave your old home
- 5 \_\_\_\_\_ : completely grown or developed
- 6 \_\_\_\_\_ : to have a child
- 7 \_\_\_\_\_ : to complete high school, college, or university
- 8 \_\_\_\_\_ : a job that requires around 40 work hours a week

**C** Create a timeline with the milestones from Exercise A. Add any other milestones you can think of. Compare your ideas with a partner.

## Viewing

**D** ▶ 1.1 Watch a video about young adults. Answer the questions.

1 What is adolescence?

---

2 According to Laurence Steinberg, what is the main reason why young people take on adult responsibilities later than earlier generations?

---

**E** ▶ 1.1 Watch again. Check (✓) the charts that match the information in the video.

a 25-year-olds in school     b 25-year-olds today     c Average years spent in school (U.S.)

**F** Does the video describe the situation in your country or one you know? Discuss your observations with a partner.

## Speaking

**G** Look at the milestones in the chart. Think of three people who have achieved all of them. Complete the chart with their names, current ages, and the ages at which they achieved each milestone.

Name of person			
Current age			
Left school			
Moved out			
Got married			
Got first job			

### SPEAKING SKILL Comparing and contrasting

Comparing ideas can help to highlight important or unexpected similarities. Contrasting highlights the differences between the ideas.

Phrases for comparing: *similar to, likewise, both, similarly, as well as*

Phrases for contrasting: *quite / very different (from), whereas, unlike, compared to*

**H** Work in small groups. Compare your charts and discuss your observations. Are these milestones generally reached earlier or later in life today? What are some possible reasons? Use the phrases in the Speaking Skill box to help you.

My grandfather got married at 20, straight after high school, unlike my father, who got married at 28.

## Language in Context

### Priorities of GEN Z

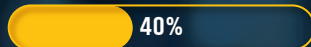
What do Gen Zers (born 1997–2007) care about? What do they want in life?

#### JOBS/CAREER

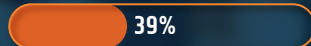
What is most important to Gen Zers?\*



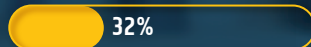
Enjoying their work



Being the best at what they do



Making a difference in the world



Making a lot of money



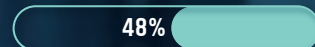
Having a job others admire

#### FAMILY

It's very important to...



get married someday.



have children someday.



**45%**

of Gen Zers think they are very likely to **start their own business.**

Average age Gen Zers expect to...  
get married **27** | have children **30**

**83%**

of Gen Zers believe they'll be living as comfortably or more comfortably than their parents when they're 40.

\*Priorities ranked as first or second most important

Note: Based on an online survey of 1,509 people aged 14 to 24 in the United States.

- A** Study the infographic. How important is it to you to get married or have children someday? Discuss your answers with a partner.
- B** Work in pairs and make a list of other priorities or goals you have.

### Language Focus Talking about the future

- C** 1.1 Listen to a conversation between two students about their plans and goals. Which goals from the infographic do they talk about? Discuss your answers with a partner.

**D**  1.1 Listen again. Complete the sentences from the conversation.

- 1 I can't believe we'll \_\_\_\_\_ this time next month!
- 2 But if I stay at one company for three years, I'll probably \_\_\_\_\_ enough by that time.
- 3 I'll \_\_\_\_\_ for quite a while by then.

**GRAMMAR 1** Future forms

The future continuous tense describes an action that will be in progress at a future time.

*I'll **be working** at the end of the year.*

The future perfect tense describes an action that will be finished before a future time.

*I'll **have saved** enough money to start my own business in six years.*

The future perfect continuous tense describes an action that will be in progress until a future time. The action may continue after this time.

*We'll **have been dating** for almost ten years when we're 27.*

For more information and practice, see Grammar Reference.

**E** Choose the correct option to complete each sentence.

- 1 This time next year, I'll **be working** / **have been working** for myself.
- 2 I won't **have gotten** / **have been getting** my driver's license by next week. The process takes about 30 days.
- 3 When I leave this apartment, I'll **be sharing** / **have been sharing** a room for three years.
- 4 Will we **be living** / **have been living** in our own house in five years' time?

**F** Complete the sentences with your own short- and long-term goals.

- 1 This time next year, I'll be \_\_\_\_\_.
- 2 In five years' time, I'll have \_\_\_\_\_.
- 3 When I'm \_\_\_\_\_ years old, I'll have been \_\_\_\_\_ for \_\_\_\_\_.

**Language Focus** Expressing certainty about the future

**GRAMMAR 2** Qualifying expressions

Qualifying expressions help to express uncertainty or certainty.

*I'll **certainly** be working at that time.*

*We'll **probably** have bought our own home by the time we're 30.*

*It's **possible** that I'll have saved enough money.*

*I'm **unlikely** to move out any time soon.*

For more information and practice, see Grammar Reference.

**G** Look at the example sentences in the Grammar 2 box. Which qualifiers and intensifiers are adverbs? Which are adjectives? Discuss your answers with a partner.

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**H** Choose the correct options to complete the news report.


**Hopes for Retirement**

Retiring at 40 is a dream for many people. But most people think it's impossible that they <sup>1</sup> **will retire / be retiring** before the age of 40. According to a YouGov survey of American Gen Zers and millennials, only 3% of young adults think they're likely <sup>2</sup> **leave / to leave** the workforce when they are younger than 40 years old. The majority of Gen Zers think they'll likely <sup>3</sup> **to work / be working** until they are between 61 and 70 years old. Millennials expect to retire younger—between 51 and 60 years old. However, both generations believe that they probably <sup>4</sup> **won't have saved / to not save** enough for retirement. In fact, another survey reported that one-quarter of American Gen Zers think it's unlikely that <sup>5</sup> **they own / they'll own** a home or have enough savings to retire.

**I** Work in pairs. Take turns answering the questions. Use the qualifying expressions from the Grammar 2 box.

- 1 Do you think you'll be working at the age of 70?
- 2 Do you think you'll have saved enough for retirement when you're 60?

I'm unlikely to be working at the age of 70.  
I'll probably retire when I'm 60.

**J**  1.2 Look at the Pronunciation Tip box. Then listen to the sentences. Write C for more certain sentences or U for uncertain sentences. Compare your answers with a partner.

- 1 \_\_\_\_ I'll probably just stay with my parents.
- 2 \_\_\_\_ We'll probably buy our own home.
- 3 \_\_\_\_ I'll probably have learned enough.

**TIP**

**Pronunciation**

**Using intonation to express certainty**

To express certainty, we can use a falling intonation. A rising intonation is used when expressing uncertainty.

**Speaking** Talking about priorities and goals

**K** Look at your list of priorities and goals from Exercises A and B. For goals that you haven't achieved yet, write the age you expect to do them by.

**L** Work in small groups. Take turns sharing your plans from Exercise K. Ask each other questions. Use the phrases in the box to help you.

I'm thinking about ...	How long do you think you'll be ... ?
My goal is to ... by ...	Are you likely to ... ?
I'd like to ...	Do you think it'll be possible that ... ?

My goal is to get promoted by this time next year.

You'll only have been working at the company for two years by then. Do you think they're likely to promote you?



## Before Viewing

**A** Read the information in the box. What do you think the title *Why 30 Is Not the New 20* means? Discuss your ideas with a partner.

**B** The words and phrases in **blue** are used in Meg Jay's TED Talk. Choose the correct option to complete each definition.

- 1 If you **claim** something, you **refuse / demand** something that belongs to you.
- 2 If you are having an **identity crisis**, you are **confused / sure** about who you are and your purpose in life.
- 3 When you **discount** a person's views, you **agree with / ignore** them.
- 4 **Procrastination** is the act of **forgetting / delaying doing** something.
- 5 When you **make** your actions **count**, you try to get the **most effective / quickest** result.
- 6 When you do something **consciously**, you do it **knowingly / carelessly**.

## TED TALKS

**MEG JAY**, a psychologist who works with young adults, believes that our 20s are the defining decade of adulthood. In her talk, *Why 30 Is Not the New 20*, Jay explains why young adults shouldn't waste time in their 20s but should start planning and making decisions for the future.

## LISTENING SKILL Identifying supporting facts


Determining whether a speaker's message is factual or based on opinion will allow you to make informed decisions. Listen for details like dates, numbers, percentages, or events to help you identify supporting facts. If no supporting facts are given, it may indicate that a speaker is simply giving their opinion.

**C**  **1.3** Listen to the excerpts from Jay's TED Talk. Is she stating facts or expressing her opinions? Write F for facts and O for opinions.


1 \_\_\_\_ Excerpt 1                      2 \_\_\_\_ Excerpt 2                      3 \_\_\_\_ Excerpt 3

**D** Compare your answers from Exercise C with a partner and discuss your reasons. As you watch Jay's TED Talk, consider whether she's giving her opinions or facts.

## Viewing

**E**  **1.2** Watch Part 1 of Jay's TED Talk. Check (✓) the statements that are true about her or her client Emma.

- a** Jay thinks post-millennials are unlikely to experience a midlife crisis.
- b** Jay wants to change what people do in their 20s.
- c** Emma went to Jay after she had a car accident.
- d** Emma had nobody to rely on in a crisis.

**F**  **1.3** Watch Part 2 of Jay's TED Talk. What advice does she give? Complete the notes. Write one or two words from the TED Talk in each blank. Then discuss the examples she gives for each piece of advice with a partner.

### Jay's advice

**1 Get** <sup>1</sup> \_\_\_\_\_


- do something that <sup>2</sup> \_\_\_\_\_

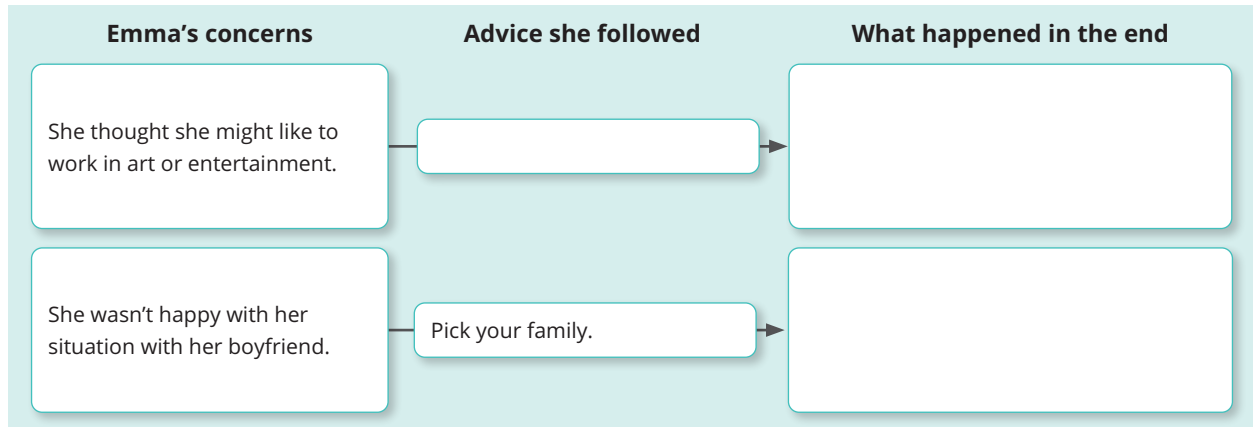
**2 Connect with** <sup>3</sup> \_\_\_\_\_

- new things come from <sup>4</sup> \_\_\_\_\_  
the inner circle

**3 Pick your** <sup>5</sup> \_\_\_\_\_

- be <sup>6</sup> \_\_\_\_\_ about choosing  
who you want

- G**  **1.4** Watch Part 3 of Jay's TED Talk. Complete the chart about how Emma followed her advice.



- H** After watching Jay's TED Talk, do you feel differently about your 20s or 30s? Which pieces of her advice might apply to you or someone you know? Discuss your ideas with a partner.

### Critical Thinking Identifying biases

When listening to a speaker, our views and beliefs can often affect our judgment or opinion about the speaker's ideas. For example, we might ignore ideas we disagree with and pay more attention to ideas that are similar to our beliefs.

- I** In her TED Talk, Jay suggests that we need to start being intentional with love and our careers in our 20s. Do you agree or disagree with her point of view? Find a partner with a different viewpoint. Discuss your opinions on Jay's advice.
- J** How do you think people of different generations might feel about Jay's point of view? Do you think there would be different beliefs? Why, or why not?

### PRESENTING SKILL Using a case study

Using a case study—describing a particular person or situation—can allow you to connect your ideas to real-world situations and help to persuade your audience.

- K** What case study did Jay use in her TED Talk? How did she present it? Discuss your answers with a partner.

- L** Work in pairs. What kind of case study could you use for a talk called *How to Get Through School?* Think about the following questions.

- 1 What are some common problems people face in school and how can we deal with them?
- 2 Who are some people you know who did well in school? How did they deal with problems?

- M** Choose one of your ideas and present it to a new partner. Use the presentation skill you have learned.

#### How to present a case study

- ✓ Present it like a story: start with a problem, introduce a solution, and present the results
- ✓ Give specific details: who, what, where, why, and how
- ✓ Include a quote