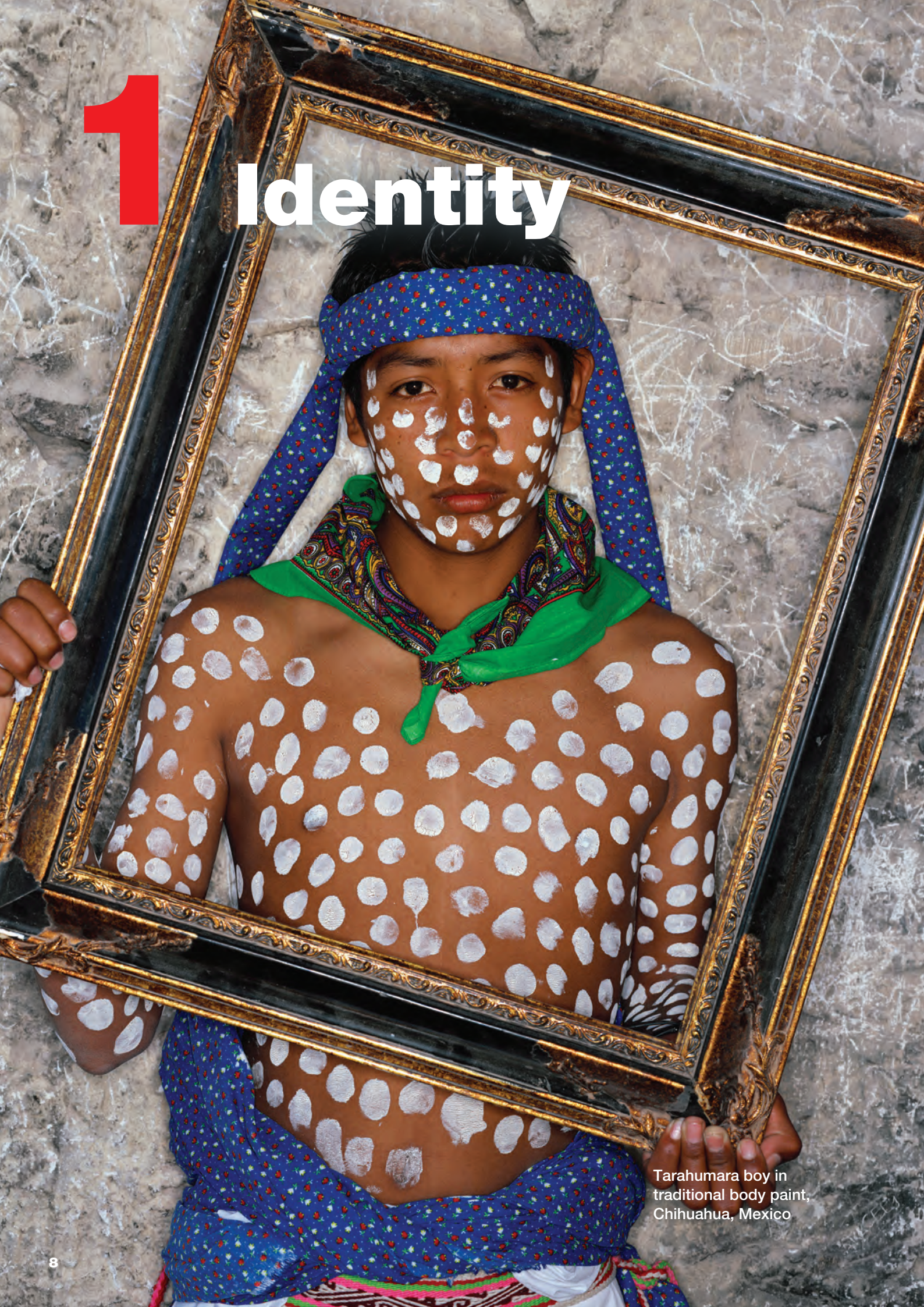


1

# Identity



Tarahumara boy in traditional body paint, Chihuahua, Mexico

# TED TALKS

**RENNY GLEESON** works with companies to help them to use new media to promote their companies. He originally worked in game design, before moving into marketing and advertising.

Renny Gleeson's idea worth spreading is that even the errors that we make can be opportunities to build better relationships with our customers.



## BACKGROUND

**1** You are going to watch an edited version of a TED Talk by Renny Gleeson called *404, the story of a page not found*. Read the text about the speaker and the talk. Then work in pairs and discuss the questions.

- 1 The 404 page is one of the most recognizable pages users can find on the web. When would you see this page on a website?
- 2 Have you seen any funny 404 pages? What did they show?
- 3 Renny Gleeson works in 'new media'. Can you give any examples of new media?

## KEY WORDS

**2** Read the sentences (1–6). The words in bold are used in the TED Talk. First guess the meaning of the words. Then match the words with their definitions (a–f).

- 1 As director of ICT development, I **head up** the whole department in my company.
  - 2 I am looking for people to invest in my **startup**. It's a computer repair shop.
  - 3 Do you know how to **embed** a video from the Internet into an email?
  - 4 We always get the same **sitters** for our cats when we go on holiday.
  - 5 Apple is one of the earliest and most well-known computer **brands**.
  - 6 When I turn on my computer, I get an **error** message and then nothing happens.
- a a new company at an early stage of development  
b to manage or run a business or part of a business  
c the identities associated with particular products or companies  
d to insert something, e.g. software or a web address, into another programme  
e something that is wrong or done incorrectly, a mistake  
f people who look after your child, pet or house temporarily


## AUTHENTIC LISTENING SKILLS

### Recognizing key terms


When you aren't sure about the pronunciation of key terms – especially numbers, abbreviations and jargon – this influences how much you understand when you are listening to someone speak. You can make a note of terms that are used in your area of work or study and learn the pronunciation. If the English terms are used in your language, learn how they are pronounced by native speakers.

**3a** Look at the Authentic listening skills box. Then look at these terms from the TED Talk. How do you say the terms?

\$404 4.04 default sites URL

**3b**  **1** Listen and complete the sentences with the terms from Exercise 3a.

- 1 At \_\_\_\_\_ the next day, we gave out \_\_\_\_\_ in cash.
- 2 But these things [404 pages] are everywhere. They're on \_\_\_\_\_ big, they're on \_\_\_\_\_ small.
- 3 The 404 page is that. It's that broken experience on the Web. It's effectively the \_\_\_\_\_ page when you ask a website for something and it can't find it.
- 4 You can type in an \_\_\_\_\_ and put in 404 and these [webpages] will pop.

**3c**  **1** Listen again and check your answers. Did you pronounce the terms in Exercise 3a correctly? Then work in pairs. Read out the sentences and practise saying the terms.



## 1.1 404, the story of a page not found

### TED TALKS

**1** ▶ **1.1** Watch the edited version of the TED Talk. In which order (1–3) does Renny Gleeson do these things (a–c)?

- a He tells a story about a 404 page competition.
- b He explains what a 404 page is.
- c He suggests that 404 pages are usually a negative experience.

**2** ▶ **1.1** Watch the first part (0.00–1.28) of the talk again. Are the sentences true (T) or false (F)?

- 1 404 pages are standardized around the world and on different websites.
- 2 Most 404 pages are interesting.
- 3 Finding a 404 page is a negative experience compared to our normal experiences on the Internet.

**3** ▶ **1.1** Watch the second part (1.28 to the end) of the talk again. Choose the correct option to complete the sentences.

- 1 Renny Gleeson helps *startups* / *established companies*.
- 2 Athletpath *made* / *found* a video that illustrated the '404 feeling'.
- 3 The contest Renny Gleeson organized lasted *24 hours* / *four hours*.
- 4 The contest helped the businesses to think carefully about their *websites* / *identity*.

**4** Work in pairs. Read what Renny Gleeson says about what the startups learned. Discuss the questions.

‘And what they learned was that those little things, done right, actually matter, and that well-designed moments can build brands.’

- 1 How did the 404 contest help the startups to build their brands?
- 2 Why are brands so important to companies?
- 3 What have you learned from watching this talk?

### VOCABULARY IN CONTEXT

**5** ▶ **1.2** Watch the clips from the TED Talk. Choose the correct meaning of the words.

**6** Work in pairs. Complete the sentences in your own words.

- 1 Before my holiday, I made a list of things to ... , but a couple of things fell through the cracks.
- 2 When my friend told me ... , it felt like a slap in the face.
- 3 I was no good at ... at school and I never really figured it out.

### CRITICAL THINKING Relevant examples

**7** Renny Gleeson showed examples of 404 pages that helped the startups to build their brand. Work in pairs and discuss the questions.

- 1 Can you remember what kinds of companies these 404 pages were from?
- 2 Do you agree with Renny Gleeson that they were well-designed for their brands?
- 3 How well did these examples support Renny Gleeson’s main idea / idea worth spreading?

**8** Read these comments\* about the TED Talk. Which viewer(s) do you think give(s) a good example of what Renny Gleeson explained? Write a reply to one of the comments.

#### Viewers’ comments

- |          |   |        |
|----------|---|--------|
| <b>H</b> | <b>Hans</b> – Enjoyed this! It’s just like the new Nokia ad running on TV at the moment – humour always sells.  | 👍<br>👎 |
| <b>B</b> | <b>Brooke</b> – Yeah, but I think he’s talking more about clever design moments – like those Google doodles that change for important dates. The Nokia ad is good, but it’s just a standard advertising campaign. | 👍<br>👎 |
| <b>G</b> | <b>Greta</b> – Yes, it’s like the way they write your name on your cup in the Starbucks I go to. It’s just a great detail.  | 👍<br>👎 |

\*The comments were created for this activity.

### PRESENTATION SKILLS Giving examples

#### TIPS

Giving examples in the form of stories or visuals (slides, objects, videos, etc.) can help your audience to understand your message. Here are some tips to help you to use examples effectively.

- Your examples should clearly support the points you are making.
- If your example is a story, it should be easy to understand quickly.
- If your example is a visual, it should be simple and have a strong visual impact.
- Choose examples that your audience might be able to relate to personally.
- Try to choose examples that link your arguments with the audience’s own.

**9** ▶ **1.3** Look at the Presentation tips box. Then watch the clip from the TED Talk. What examples do you see of these things? Do you think these examples follow the techniques in the box?

- a global experience
- a good experience
- a bad experience

**10** Work in pairs. Decide whether you would use a story or a visual to give an example of each of these items. Then choose one item and decide what you would say and/or show an audience. Use the techniques in the Presentation tips box and practise presenting your example.

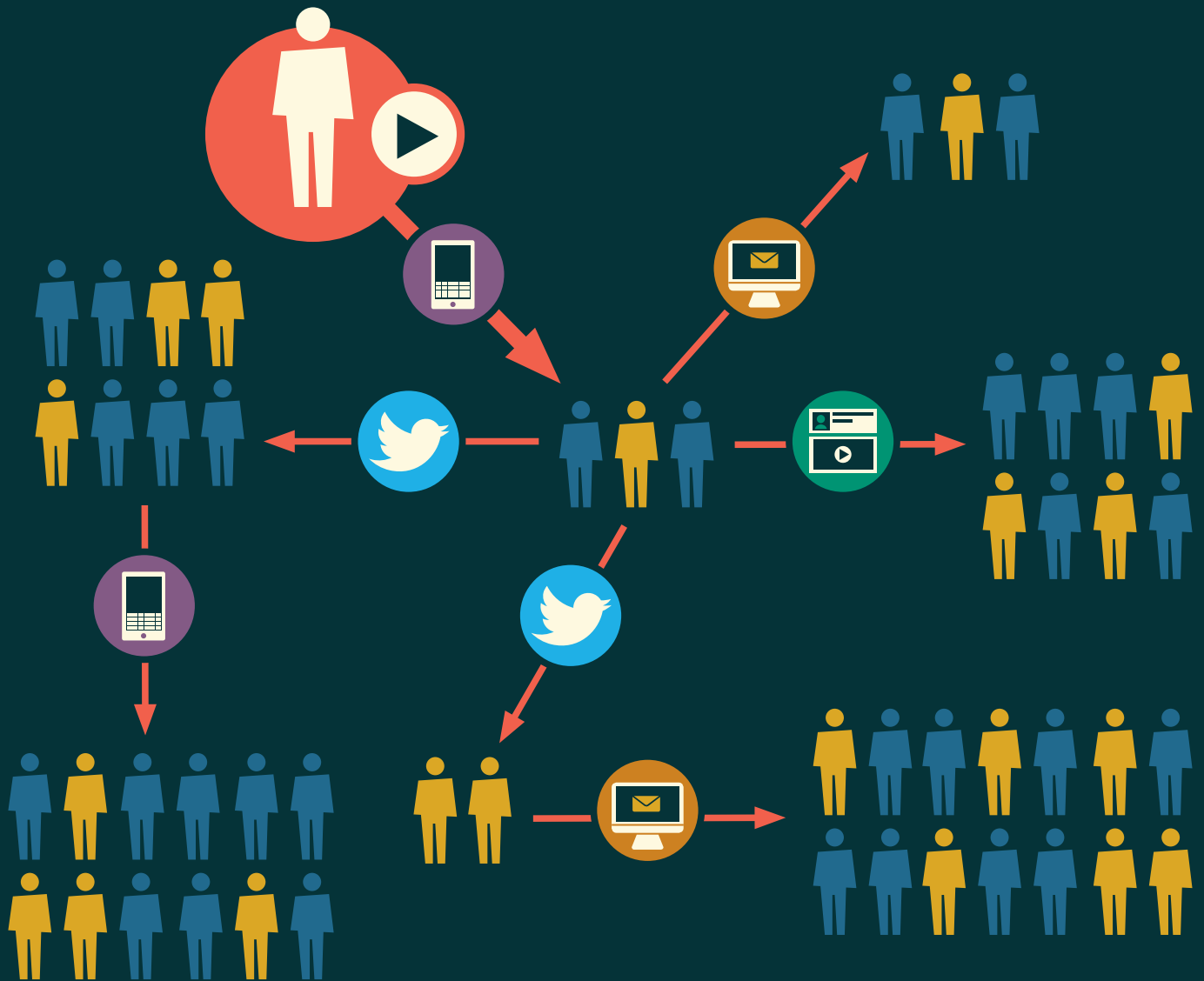
- a brand name
- a viral video
- social media



**11** Work with a new partner. Give your presentation. How well does the example work?

## 1.2 Building identity

# VIRAL VIDEOS: HOW THEY SPREAD




### GRAMMAR Present tenses: active and passive

- 1 Work in pairs. Have you ever been sent a link to a video of any of these things? Tell your partner about some viral videos you have seen.

an astronaut   cats   people dancing   songs

- 2 Look at the infographic. Explain how a viral video spreads.

- 3  2 Listen to part of a radio programme about viral videos and answer the questions.

- 1 Why are people studying the phenomenon of viral videos?
- 2 What are the differences between how people watch traditional media or content online?
- 3 Do people earn money from viral videos? If so, how?

- 4 Read the sentences in the Grammar box. Answer the questions (1–2).

### PRESENT TENSES: ACTIVE AND PASSIVE

#### Present simple: active and passive

Millions of people **watch** mass media every day.  
Millions of videos **are uploaded** to the Internet.

#### Present continuous: active and passive

More people than ever **are posting** videos online.  
The whole phenomenon **is being studied** closely.

- Which tense describes routines, facts, and general truths?
- Which tense describes temporary situations, activities in progress, and trends?

Check your answers on page 140 and do Exercises 1–6.

- 5 Choose the correct option to complete the sentences.

- On the Youtubing 101 course, students *are teaching* / *are taught* how to make videos.
- People *are making* / *are made* videos all the time.
- Some music videos *receive* / *are being received* over a billion hits.
- Most online videos *are streaming* / *are streamed*, although people also *download* / *are downloaded* a copy to their devices.
- Increasingly, people *are informing* / *are being informed* by online news.
- The influence of the Internet on broadcasting *is growing* / *is grown* every year.

- 6 Complete the questions and answers from a podcast about viral videos and businesses. Use the present simple and present continuous active and passive form of the verbs.

Q: So, <sup>1</sup> do a lot of businesses use viral videos? (use)  
A: Oh yes. They <sup>2</sup> bring their brand to a massive number of potential customers. (bring)  
Q: And so how <sup>3</sup> do you make a video go viral? (make)  
A: Well, Quentin, that's a question lots of companies <sup>4</sup> are asking right now. (ask)  
Q: And how <sup>5</sup> do you know a business is viewed how many people are viewing the video at any given moment? (know)  
A: Well, every view, or 'hit' <sup>6</sup> is registered by very sophisticated software. (register)  
Q: And how <sup>7</sup> do you use that information is used by a company? (use)  
A: Basically, this data <sup>8</sup> is allowed the business to track what's popular. (allow)

- 7 Complete the text with the active and passive form of the verbs.



## VOTE NOW

in the annual Videos Go Viral Award!


This competition <sup>1</sup> is held (hold) every year to celebrate creativity and originality in short videos. Voting <sup>2</sup> takes place (take) online and the winners <sup>3</sup> are decided (decide) by the number of votes. The short-listed videos <sup>4</sup> are hosted (host) [here](#). This year we <sup>5</sup> do not accept (not accept) professional videos: only amateur video-makers can enter. Vote as many times as you <sup>6</sup> like (like).

- 8 Write sentences about online videos. Use the nouns, and the active and passive form of the verbs. Compare your sentences with your group.

*Online videos give information about a range of different things.*

information	people	rules	statistics
produce	update	upload	view

### Pronunciation Word stress

- 9a  3 Listen to the sentences and underline the part of the word that is stressed. Then listen again and say if the word is being used as a noun, a verb, an adjective or an adverb.

- 1 a download    b download    3 a update    b update  
2 a online    b online    4 a upload    b upload

- 9b Work in pairs. Take turns to use each word in a sentence of your own. Check that your partner has stressed the correct part of the word.

### SPEAKING The Internet and me

#### 10 21st CENTURY OUTCOMES

Work in pairs. Look at the profiles of Internet users on page 164. Then use the ideas to complete the questions for a quiz 'The Internet and me'. Add two questions of your own.

The Internet and me	
TIME ONLINE	how often? / for how long?
VIEWING	live? / download for later?
SHARING	how often upload or download?
ONLINE COMMUNITIES	belong? / post? / host?
WEBSITE OR BLOG	own? / write?
PASSWORDS	how many? / how often update?

- 11 Work with a new partner. Ask and answer the quiz questions. Then decide which profile on page 164 fits your partner.

# 1.3 Who am I?

## READING A personal view on personal branding

- 1 Work in pairs. Discuss the questions.
  - 1 Do you read any blogs regularly? What are they about?
  - 2 Why do you think people write blogs?
  - 3 Do you write a blog or anything similar?
- 2 Read the blog post by an acupuncture therapist. What is the writer's purpose (a–c)? What helps you to decide?
  - a to sell products connected to personal branding
  - b to give a personal perspective on personal branding
  - c to explain why personal branding is important
- 3 Read the blog post again. Match the headings (1–5) with the paragraphs (A–E) in the blog post.
  - 1 Clothing with a message
  - 2 Defining my personal brand
  - 3 Promoting myself
  - 4 Something to think about
  - 5 Why is personal branding important?
- 4 Choose the best option (a–c) according to the information in the blog post.
  - 1 The T-shirts the writer talks about are printed with ...
    - a a sports brand logo
    - b information about you
    - c your photograph
  - 2 The writer's blog is read ...
    - a around most of the world
    - b because her brand is well-known
    - c by a lot of people
  - 3 The writer says ... describe herself in a few words.
    - a it's impossible to
    - b most people know how she would
    - c she'll think about how to
- 5 Work in pairs. Find these terms in the blog post. Is the writer negative or positive about these aspects of her 'personal brand'?
  - 1 brand (line 3)
  - 2 presence (line 12)
  - 3 communicating (line 13)
  - 4 profile (line 15)
  - 5 email address (line 16)
  - 6 self-promotion (line 19)
  - 7 stand out (line 21)
  - 8 passionate (line 22)
  - 9 distinct (line 26)
  - 10 benefit (line 26)
  - 11 reputation (line 27)
  - 12 self-image (line 28)

- 6 Work in pairs. Discuss the questions.

- 1 Do you agree with the statement 'These days you are nobody unless you have a personal brand identity'?
- 2 What advantages does personal branding give? How do you think it helps someone professionally?
- 3 What would you put on your own brand T-shirt?

## VOCABULARY Tasks and interests

- 7 Match the words in bold in the sentences with these words.

assists	committed to	concentrate on	
fascinated by	give	handle	
is responsible for	lead	loves	makes

- 1 I **head up** a technology company.
  - 2 My boss **is passionate about** what she does.
  - 3 We **focus on** the customer experience.
  - 4 My colleague **helps** people with their queries.
  - 5 They **offer** a service to elderly people.
  - 6 Our designer **creates** amazing works of art.
  - 7 I'm **interested in** how things work.
  - 8 My manager **co-ordinates** all aspects of our work.
  - 9 We **deal with** financial matters every day.
  - 10 Our secretary is **involved in** local sports events.
- 8 Use the expressions in Exercise 6 to write ten sentences that are true for you. Then work in pairs and compare your sentences with your partner. Ask follow-up questions for at least five sentences.

A: *I'm passionate about animals.*

B: *Oh? Does your job involve working with any animals?*

## SPEAKING Personal branding

### 9 21st CENTURY OUTCOMES

Work in pairs. Think of three people you both know professionally or by reputation. Discuss the questions. Try to use some of the words from the blog on page 15.

- 1 How successfully do they promote themselves?
- 2 Do you think they have a personal brand? How would you describe it?

## A Personal View on Personal Branding



- A** A clothing company in Canada will sell you a T-shirt printed with your vision of yourself for the modest price of \$20. It's a new twist on the concept of personal branding – why promote a multinational sportswear brand by wearing their logo when you can promote yourself instead? And it got me thinking. First, what kind of thing do people come up with for their T-shirt design? And second, what exactly does wearing a self-branded T-shirt say about you? 5
- B** Apparently, these days, you are nobody unless you have a personal brand identity. We're sending out signals about ourselves all the time, so we should make sure they are the right signals – or so the argument goes. So I decided to look more closely at how well I'm developing my own personal brand. And this is what I found out. 10
- C** Firstly, just by writing this blog, I'm building my brand. It gives me a presence on social media and a way of communicating with the world. And my blog is read by a healthy number of people. So that's good. But I'm not doing so well when it comes to my profile: my details are minimal and I haven't joined any of those networking sites for professionals. Worse still, my email address says nothing about me! The ideal email address is something like *firstname.lastname@...*, not the name of your favourite superhero with a few numbers added in, like mine (*Storm 376*). So far, then, I'm giving myself 4/10 for self-promotion. 15
- D** The next thing to look at, apparently, is the brand itself. Who am I? What do I stand for? What makes me stand out from my colleagues? Now here, I'm happy to say, I think I score a bit higher. I know what I'm passionate about (and so do you if you're a regular visitor to this blog). 20
- E** People often use words like 'empathy', 'expertise' and 'supportive' when they talk about my approach to acupuncture – and in fact that's exactly what I try to bring to my sessions. So I know what makes me distinct and the benefit that I offer my clients. I have a reputation for quality (almost all of my new clients are sent by previous clients) that fits with my self-image. I reckon I can award myself 8/10 for brand identity. But can I sum that up in ten to fifteen words? And that brings me to the all-important question – what would I put on my T-shirt? Well, let me give it some thought, and I'll reveal all in my next post ... 25  
30



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[At Ease With Acupuncture](#)

[A Personal View On Personal Branding](#)



# 1.4 I don't think we've met

## LISTENING Networking

- 1** Work in pairs. What do you talk about with people who you meet in these situations?
- in the lift on the way to your workplace
  - during a company-wide workshop
  - after a meeting of your neighbourhood association
  - in a break during a work-related conference
  - when travelling for work: for example, on a plane
- 2** Work in pairs. Discuss the questions.
- 1 Which situations in Exercise 1 are useful for networking?
  - 2 How would you try to follow up your conversation and stay in touch with the person? Would you use email, social media, a text message or a phone call?
- 3**  **4** Listen to three conversations and decide on the relationship between the speakers. You can tick (✓) more than one relationship for each conversation.

	1	2	3
they haven't met before	✓		
they don't work in the same field			
they work for different companies			
they live in the same area			
they are connected by a mutual acquaintance			

- 4** Look at the expressions in the Useful language box. Match the groups of expressions (1–3) with these techniques for making a good impression (a–c). Can you add any more techniques?
- a they show you are a good listener
  - b they give you an opportunity to introduce yourself
  - c they give the other person a chance to talk about themselves

## MAKING AN IMPRESSION

### 1 Starting a conversation


I don't think we've met, I'm ...  
Do you mind if I join you?  
I believe you **live near** ... ?

### 2 Open-ended questions

How are you finding the **conference**?  
What was **that** like?  
So how do you like **living** here?  
What kind of things does that involve?



### 3 Reflecting comments

So things are going well, then?  
Really?  
Digital Strategies?  
That sounds interesting.

- 5**  **4** In each conversation, one of the two speakers tries to make a good impression by using the expressions in the Useful language box. Listen again. Say which person uses expressions from the box.

- 1 conversation 1: Paul / Rowan
- 2 conversation 2: Joan / Nikolai
- 3 conversation 3: Roger / Elise

## Pronunciation Using intonation to ask a question

- 6a**  **5** Listen to five questions from the conversations in Exercise 3. Only one question has a grammatical question form. Which one?
- 6b**  **6** Listen and repeat the other four questions, focusing on your intonation.



## SPEAKING Meeting people

- 7** Work in groups. Imagine you are attending a social event between several English schools. You can be a teacher or a student. Introduce yourself to at least three people and use the expressions in the Useful language box to help you in your conversations.


*A: Hi, how are you finding your course so far?*

*B: Oh, you know – it's a bit tough at the beginning. Which class are you in?*

- 8** Work in pairs. Tell your partner about the people you spoke to, which one(s) you will contact again and why.

## WRITING An online profile

- 9** Work in pairs. Read the profile from a networking website for IT professionals. Does it cover the same or different areas from other online profiles you have seen?



**ROGER KENNEDY**  
GLOBAL DIRECTOR OF INTERACTIVE STRATEGIES AT LYNNE ROBSON JONES

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**Summary**

I began my career as a game developer, but moved into digital advertising for Gold & Hartford. From there, I was recruited by PowerSkool, where I led the marketing team and created online platforms. Currently, I am the Global Director of Interactive Strategies for Lynne Robson Jones, handling international clients. I also write a blog on new media.

---

<b>Biodata</b>	email: rog@kennedy.com skype: rokenedy twitter: @roken, #sunnysites instagram: rokenedy wechat: ro_k blog: www.kennedy.com/blog
<b>Languages</b>	English, Italian
<b>Areas of expertise</b>	Web technologies, video games, human technology
<b>Areas of special interest</b>	Startups, fuzzy interface, open source, learning, teaching, vintage motorcycles
<b>Universities</b>	Yale University, University of Pennsylvania
<b>Other interests</b>	Gaming, growing orchids, painting, renovating vintage motorcycles, Italian cookery

- 10** Look at the information under *Biodata*. Match the symbols with the words.

- 1 at
- 2 dot
- 3 forward slash
- 4 hashtag
- 5 underscore

### Writing skill Symbols and notes

- 11a** We often use more concise forms of writing, such as omitting pronouns, when filling in standard formats like online profiles. Decide how you would give this information in a conversation.

- 1 but moved into digital advertising
- 2 and created online platforms
- 3 handling international clients
- 4 skype: rokenedy
- 5 twitter: @roken
- 6 Languages English, Italian
- 7 Areas of expertise: Web technologies
- 8 Yale University, University of Pennsylvania

- 11b** Write this profile information as full sentences.

- 1 Education: London School of Economics 1999–2002
- 2 Experience: software development, five years
- 3 email: amelia@cruz.com
- 4 areas of expertise: customer care, online client support
- 5 joined Gaming Inc 2009, created new online format
- 6 currently assistant manager, B&T Ltd
- 7 interests: marathon running, theatre group
- 8 previous posts: personal assistant Greenly Foods; office manager Dairy International

- 11c** Write this information in note form.

- 1 My email address is c underscore trott at revlon dot com.
- 2 My skype name is ClaraTrott.
- 3 I speak German and Spanish.
- 4 I work primarily in accounts management.
- 5 I've got ten years' experience in financial planning.
- 6 I'm involved in various children's charities.
- 7 I left that post and I set up my own company.
- 8 I head up a research department and direct new projects.

## 12 21st CENTURY OUTCOMES

Complete the sections of the website profile for yourself.

- 13** Work in pairs. Exchange profiles with your partner. Read the profile and ask some follow-up questions about the things that interest you both professionally and non-professionally.