
Tough truths about plastic pollution

[listening test questions]

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Date: April 2010

Time: (5:18)

Level: **** [B1/B2]

TED TALK Link:

https://www.ted.com/talks/dianna_cohen_tough_truths_about_plastic_pollution?language=en

Check these words before listening:

Key vocabulary

1. Plastic pollution
2. Coalition
3. Installations
4. Fissure
5. Ephemeral
6. Marine environment
7. A proposal
8. Decommissioned
9. Gyre
10. The Pacific Garbage Patch (Google this)
11. An initial reaction
12. The bigger picture
13. A faucet
14. A small drop in a bucket (metaphor)
15. Disposable
16. Potentially
17. Toxin
18. To leach into
19. Debris
20. Increased
21. Sustainable
22. Old-school
23. Pyrex containers (Google this)

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Student

TED Talks Comprehension Questions [6 minutes]

Time: *Approximately 60 minutes*

1. Read the title

- Try to predict the content of lecture
- Write down key terms / ideas
- Check key vocabulary using a dictionary

Try to listen ONLY two times

Three types of lesson

Lesson#1: [hard]

1. Listen once – take notes
2. Give 3 minutes to tidy notes
3. Listen again and add to notes (use a different **colour** pen)
4. Answer questions – set 10-15 minutes to answer
5. Check answers
6. Listen again to check answers

Lesson #2: [medium]

1. Listen once – take notes.
2. Answer questions: 10 minutes
3. Listen again – answer the questions as they listen
4. Give yourself 10 minutes to tidy answers. Then check answers
5. Listen again to check answers

Lesson #3: [easier]

1. Read questions – highlight key terms
2. Listen once and answer questions
3. 3 minutes to tidy notes
4. Listen again answer missed question
5. 5-10 minutes to tidy answers. Then check answers
6. Listen again to check answers

Teacher

TED Talks Comprehension Questions [6 minutes]

Aim: to develop the students' ability to listen to a short 6-minute lecture, to take notes and then use those notes to answer a range of questions types.

Lesson Time: 60 minutes

Lesson Plan

1. Lead in

- Ask Students to discuss the 'title' and predict the content of lecture
- Ask students to write down key terms / language from discussion
- Feed in / check key vocabulary

Three types of lesson

Lesson#1: [hard]

1. Students listen once – take notes
2. Give 3 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen)
4. Give out questions – set 10-15 minutes to answer
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]

1. Students listen once – take notes.
2. Give out questions: Set 10 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]

1. Give out questions - students have 5-10 minutes to look at questions
2. Students listen and answer questions
3. Give 3 minutes to tidy notes
4. Students listen again – check answers and answer questions missed
5. 5-10 minutes to tidy answers
6. Feedback answers (give out answers or go through on board)

Tough truths about plastic pollution

Dianna Cohen [Apr 2010 – 5:18]

1. Short answer questions

i. What's her profession?

1	
2	

___ / 2

ii. What does she use plastic bags for?

___ / 1

2. Matching – match the endings [one has been done for you]

1	Plastic		A	to clean it up with three ships
2	The gyre		B	to turn the plastic into bricks for building
3	Reaction	→	C	breaks down into smaller bits
4	Proposal		D	an ocean area where plastic has accumulated
5	Raise awareness		E	most people are surprised

___ / 4

3. Multiple choice – choose only one

a	She couldn't afford it
b	Cleaning up wouldn't do much to solve the problem
c	The idea was ridiculous

___ / 1

4. True, false, not given [T/F/NG] – The bigger picture

<u>i.</u>	The world should stop making plastics	
<u>ii.</u>	There 11 gyres in four major oceans	
<u>iii.</u>	Plastic is absolutely everywhere.	
<u>iv.</u>	Her main concern is the plastic toxins in the marine environment	

___ / 4

5. Sentence gap fill – fill in the gaps with a suitable word

- i. marine debris _____ % is plastic
- ii. Plastic in the ocean should be called **p** _____ pollution
- iii. Only _____ % of plastics in the US are recycled
- iv. Plastic bottles are down cycled, **i** _____ or shipped to China
- v. A glass bottle can **b** _____ a glass bottle again and again

___ / 5

6. Solutions

i. What are the four R's

R	<i>Reduce</i>
R	
R	
R	

___ / 3

ii. What does she recommend to use instead of disposable/ single-use plastics?

1	
2	

___ / 2

7. Summary – fill in the gaps with a suitable word

This is a huge problem in the oceans, but this is a problem that we've created as _____ and we can solve. We can solve this by raising _____ of the issue and teaching people to choose _____. So whenever possible, to choose alternatives to single-use plastics. We can cut the stem and, _____ our oceans.

___ / 4

Overall score ___ / 26

Tough truths about plastic pollution **ANSWERS**

Dianna Cohen [Apr 2010 – 5:18]

1. Short answer questions

i. What's her profession?

1	Visual artist
2	Co-founder of Plastic Pollution coalition

___ / 2

ii. What does she use plastic bags for?

A primary material for two and three-dimensional pieces and sculptures and installations
--

___ / 1

2. Matching – match the endings

1	Plastic	C	breaks down into smaller bits
2	The gyre	D	an ocean area where plastic has accumulated
3	Reaction	E	most people are surprised
4	Proposal	A	to clean it up with three ships
5	Raise awareness	B	to turn the plastic into bricks for building

___ / 4

3. Multiple choice – choose only one

a	She couldn't afford it
b	Cleaning up wouldn't do much to solve the problem
c	The idea was ridiculous

___ / 1

4. True, false, not given [T/F/NG] – the bigger picture

i.	The world should stop making plastics [not ALL plastic– turn off the faucet / cut the spigot of disposable / single use plastic]	NG
ii.	There 11 gyres in four major oceans [five]	F
iii.	Plastic is absolutely everywhere.	T
iv.	Her main concern is the plastic toxins in the marine environment [toxins that leach from plastic into us and into our bodies]	F

___ / 4

5. Sentence gap fill – fill in the gaps with a suitable word

- i. marine debris 80-90% is plastic
- ii. Plastic in the ocean should be called plastic pollution
- iii. Only 7% of plastics in the US are recycled
- iv. Plastic bottles are down cycled, incinerated or shipped to China
- v. A glass bottle can be a glass bottle again and again

___ / 5

6. Solutions

i. What are the four R's

R	<i>Reduce</i>
R	Reuse
R	Recycle
R	Refuse

___ / 3

ii. What does she recommend to use instead of disposable/ single-use plastics?

1	Stainless steel
2	Glass (Pyrex)

___ / 2

7. Summary – fill in the gaps with a suitable word

This is a huge problem in the oceans, but this is a problem that we've created as consumers and we can solve. We can solve this by raising awareness of the issue and teaching people to choose alternatives. So whenever possible, to choose alternatives to single-use plastics. We can cut the stem and, save our oceans.

___ / 4

Overall score ___ / 26