



TED Talk Listening Test Sheets

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Levels:

***** A2 ***** B1/B2 ***** B2/C1 ***** C1 ***** C2

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Student

TED Talks Test Questions

Time: *Approximately 1- 1:30 hours*

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 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
4. Answer questions – set 20-25 minutes to answer.
5. Check answers
6. Listen again to check answers

Lesson #2: [medium]

1. Listen once – take notes.
2. Answer questions: 10-15 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. 5 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

Lesson Plan

Aim: to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test type questions.

Lesson Time: Approximately 1:30-2:00 hours

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 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen).
4. Give out questions – set 20-25 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 15 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 10 minutes to look at questions
2. Students listen and answer questions
3. Give 5 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)

Don't insist on English

[listening test questions: [free download](#)]

Author: Patricia Ryan

Date: Dec 2010

Time: (10:35)

Level: *** ** [B1/B2]

TED TALKS Link:

http://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english

Check these words before listening:

Key vocabulary

1. Dubai / the Gulf / Abu Dhabi / Kuwait / Kenya / (places)
2. Undisputed
3. To recruit
4. To morph
5. A school curriculum
6. To be on the bandwagon (idiom)
7. Linguistic ability
8. Monolingual
9. Dutch language
10. A gatekeeper
11. A segment of society
12. Self-fulfilling prophecy
13. The Islamic golden age (google this)
14. Germanic languages
15. The dark ages in Europe 500-1000 AD
16. Arbitrary
17. Einstein (google him)
18. Remedial/ dyslexic
19. Prohibitive
20. A divide
21. A circular concept
22. Forelimbs and hind limbs of an animal
23. To someone credit for something
24. Kerosene lamp / solar lamp
25. Far-reaching consequences
26. Metaphorical

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Don't insist on English

TED TALK: Patricia Ryan [Dec 2010. 10:35]

1. The introduction

'You think I've lost my way, and somebody's going to come on the stage in a minute and guide me gently back to my seat.'

Why is this a joke?

i.

___ / 1

2. True / False/ Not Given [T/F/NG]

T / F / NG

i. She's been teaching in the Gulf for 13 years	
ii. Her talk today focuses on the losses from globalisation	
iii. Communication across generation is important	
iv. A language dies every 14 hours	
v. English is the reason for the Language death	
vi. English has changed from mutually beneficial into a profit-based model	
vii. The best education systems are in the UK & US	
viii. English empowers all citizens through education	
ix. Everyone wants to have an English education	

___ / 9

3. Yes / No Questions

Level of English

Does a scientist need the same level of English as a Lawyer?	
NO	YES

___ / 1

Linguistic ability

Would we stop a monolingual Dutch speaker, who had a cure for cancer, entering a British university?	
NO	YES

___ / 1

4. Open Questions

i. What does 'we English teachers are the gatekeepers' mean?

--

___ / 1

ii. How does research connect to the 'Islamic Golden Age'?

--

___ / 1

5. Multiple choice

i. What is she against?

a	Global language
b	Using it as a barrier
c	English causing the loss of language
d	All the above

___ / 1

ii. What's the problem with the English testing system?

a	It needs translation
b	It didn't use to include testing
c	It equates intelligence to English
d	All the above

___ / 1

iii. The Einstein example highlights

a	That geniuses may not pass English tests
b	That geniuses could be missed if they fail an English test
c	That not everyone should be judged by an English test
d	All the above

___ / 1

6. Critical thinking

What's wrong with the Einstein example? (Help! Why shouldn't she use this example??)

--

___ / 2

7. Short answers

i. When was the American test TOEFL test introduced?

___ / 1

ii. What's prohibitive about testing people?

___ / 1

8. Summary

– [put a suitable word in the gap – first letter of word is provided]

It brings to mind a headline I saw recently: "Education: The Great i. **d**_____." Now I get it, I understand why people would want to focus on English. They want to give their children the best ii. **c**_____ in life. And to do that, they need a iii. **w**_____ education. Because, of course, the best iv. **j**_____ go to people out of the Western Universities, that I put on earlier.

___ / 4

9. Understanding terms

What does 'It's a circular thing connect to'?

___ / 1

10. Matching points

[use arrows]

a. Two English scientists.	i. forelimbs and the hind limbs of animals
b. genetics	ii. two words not one
c. German scientist	iii. doing an experiment
a. daughter	i. Science topics
b. best in the class	ii. Kuwait
c. students from abroad,	iii. not enough credit for what they know

___ / 6

11. Key terms in an example

African boy

News Company:	i.
Where: name of country in Africa?	ii.
Family's job:	iii.
Award:	iv.
Problem: 1)	v.
Problem: 1)	vi.
Invention:	vii.
Solution:	viii.
Quote:	ix. The children can I _____ Africa from what it is today, a dark continent, to a I _____ continent." [2 points]

___ / 10

12. Conclusion

What is the basic conclusion? (2 key points)

___ / 2

Overall Score: ___ / 44

Don't insist on English ANSWERS

TED TALK: Patricia Ryan [Dec 2010. 10:35]

1. The introduction

Why is this a joke?

'You think I've lost my way, and somebody's going to come on the stage in a minute and guide me gently back to my seat.'

i. It's that she is too old to be doing a presentation

___ / 1

2. True / False/ Not Given [T/F/NG]

	T / F / NG
i. She's been teaching in the Gulf for 13 years [30]	F
ii. Her talk today focuses on the losses from globalisation [language loss & globalisation of English]	T
iii. Communication across generation is important	T
iv. A language dies every 14 hours [days]	F
v. English is the reason for the Language death	NG
vi. English has changed from mutually beneficial into a profit-based b model	T
vii. The best education systems are in the UK & US	T
viii. English empowers all citizens through education	NG
ix. Everyone wants to have an English education	T

___ / 9

3. Yes / No Questions

Level of English

Does a scientist need the same level of English as a Lawyer?

NO

YES

___ / 1

Linguistic ability

Would we stop a monolingual Dutch speaker, who had a cure for cancer, entering a British university?

NO

YES

___ / 1

4. Open Questions

i. What does 'We English teachers are the gatekeepers' mean?

You have to satisfy us with your English / we check to see if your English is good enough before you can go through the gate.

___ / 1

ii. How does research connect to the Islamic golden age?

Translation / They translated from Latin and Greek into Arabic, into Persian, and then it was translated on into the Germanic languages of Europe and the Romance languages

___ / 1

5. Multiple choice

i. What is she against?

a	Global language
b	Using it as a barrier
c	English causing the loss of language
d	All the above

___ / 1

ii. What's the problem with the English testing system?

a	It needs translation
b	It didn't use to include testing
c	It equates intelligence to English
d	All the above

___ / 1

iii. The Einstein example highlights

a	That geniuses may not pass English tests
b	That geniuses could be missed if they fail an English test
c	That not everyone should be judged by an English test
d	All the above

___ / 1

6. Critical thinking

What's wrong with the Einstein example?

It's not a good example / Einstein was one in billion / how many geniuses do you know?
[this question tests criticality – it's not in the listening = 2 points]

___ / 2

7. Short answers

i. When was the American test TOEFL test introduced?

1969

___ / 1

ii. What's prohibitive about testing people?

but they are prohibitive to so many millions of poor people. So immediately, we're rejecting them

___ / 1

8. Summary – [put a suitable word in the gap – first letter of word is provided]

It brings to mind a headline I saw recently: "Education: The Great i. **Divide**." Now I get it, I understand why people would want to focus on English. They want to give their children the best ii. **chance** in life. And to do that, they need a iii. **Western** education. Because, of course, the best iv. **jobs** go to people out of the Western Universities, that I put on earlier.

[similar words are acceptable but **MUST** be grammatical]. ___ / 4

9. Understanding terms

What does 'It's a circular thing connect to'?

Only the rich / western world have the opportunities to get the best jobs – goes in a circle

___ / 1

10. Matching points [use arrows]

a. Two English scientists.	i. forelimbs and the hind limbs of animals
b. genetics	ii. two words not one
c. German scientist	iii. doing an experiment
a. daughter	i. Science topics
b. best in the class	ii. Kuwait
c. students from abroad,	iii. not enough credit for what they know

___ / 6

11. Key terms in an example

African boy

News Company:	i. CNN
Where: name of country in Africa?	ii. <i>Kenya</i>
Family's job:	iii. shepherd boy - shepherds
Award:	iv. Heroes Award
Problem: 1)	v. The kerosene lamp, it had smoke and it damaged his eyes
Problem: 1)	vi. there was never enough kerosene, because what does a dollar a day buy for you
Invention:	vii. a cost-free solar lamp
Solution:	viii. And now the children in his village get the same grades at school as the children who have electricity at home
Quote:	ix. The children can lead Africa from what it is today, a dark continent, to a light continent."

[2 points]

___ / 10

12. Conclusion

What is the basic conclusion? (2 key points)

People who have no light, whether it's physical or metaphorical, cannot pass our exams¹, and we can never know what they know².

[2 points]

___ / 2

Overall Score: ___ / 44

Can we build AI without losing control over it?

[listening test questions]

Author: Sam Harris

Date: June 2015

Time: (14:27)

Level: **** * [C1]

TED TALKS Link:

https://www.ted.com/talks/sam_harris_can_we_build_ai_without_losing_control_over_it

Check these words before listening:

Key vocabulary

1. Intuition
2. A global famine
3. Catastrophe
4. Science fiction,
5. to marshal an appropriate emotional response
6. Automation
7. An asteroid
8. Malicious
9. Divergence
10. Competent
11. To annihilate
12. Inevitable
13. Assumptions
14. To be far-fetched
15. Crucial
16. Exponential progress
17. Precarious
18. Unreliable
19. John von Neumann (famous physicist & Mathematician)
20. A spectrum
21. MIT
22. A trillionaire
23. To go berserk
24. Silicon Valley
25. Unprecedented power
26. The Simpsons
27. A Manhattan Project
28. An arms race

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Can we build AI without losing control over it?

TED TALK: Sam Harris [Jun 2016. 14:27]

1. Introduction: True / False / Not Given

T / F / NG

i. The lecturer claims we are all worried about A.I in the future	
ii. The lecturer believes A.I will destroy all of us	
iii. The lecturer believes A.I will take over the world	
iv. Most of us find A.I fun to think about	
v. A.I will cause global famine	
vi. We are able to marshal an emotional response to the future of A.I	

___ / 6

2. The two doors scenario – short answers

Door 1	
What is behind the 1st door?	What could stop this from happening? (2 reasons)
i. _____ _____ _____ _____	i. A full-scale nuclear war ii. _____ iii. _____
The overall point is:	i. to stop A.I .. _____ _____

___ / 4

Door 2	
What is behind the second door?	What will happen?
i. _____ _____ _____	ii. <i>If we build machines that are smarter than we are, they will begin to i_____ themselves .</i>

A scientific term:	iii. <i>Mathematicians call this process of being not in control; "i _____ e _____".</i> [2 points]
The main concern is that these competent machines..	iv. could _____ US
Which insect does he refer to in order to consolidate this point?	v. _____

___ / 6

3. Three main assumptions – short answers

Assumption 1	
Idea	Development
i. _____ _____ _____	ii. <i>g _____ i _____ is when a machine can think flexibly across multiple domains –</i> [2 points]
Overall point:	iii. <i>It's crucial to realize that the rate of progress doesn't matter, because _____</i> _____ _____

___ / 4

Assumption 2	
Idea	Development
i. _____ _____ _____	ii. <i>We need to improve our u _____ as it is a valuable resource.</i>
Overall point - We have problems to solve:	<i>We want to cure diseases like iii) c _____ and improve our iv) c _____ science</i>
Idiom expression: vi. <i>'the train is out of the station and there's no b _____ to pull.'</i>	

___ / 6

Assumption 3	
Idea	Development
i. _____ _____ _____	<i>This is what makes our situation so ii) p_____, and this is what makes our intuitions about risk so iii) u_____</i>
The spectrum of intelligence:	<i>Machines will iv) e_____ this spectrum in ways that we can't imagine, and v) e_____ us in ways that we can't imagine.</i>
The virtue of speed in electronic circuits: What do these numbers refer to?	A million times faster: vi) _____ 20,000 years: vii) _____ _____

___ / 7

4. Summary – [put a suitable word in the gap – first letter of word is provided]

The future with A.I

Imagine the best case scenario a super-intelligent A.I design with no safety concerns. It could redesign itself to be the perfect i) l_____ - s_____ device. It could end most basic jobs and at the same time many ii) i_____ jobs too. The main concern is what would happen to the main iii) e_____ and political order. We would witness wealth inequality and high levels of iv) u_____ never experienced before. There would be a few v) t_____ and the rest of us would starve.

___ / 5

5. Multiple Choice:

i. Russian and Chinese – choose only one

a) The Russians and Chinese want to wage war
b) The Russians and Chinese are 6 months in front of the competition with A.I
c) The Russians and Chinese will do anything to be the leaders in A.I
d) none of the above

___ / 1

ii. **One of the most frightening things is...** – choose only one

- | |
|---|
| a) A.I researchers are lying about how close they are to super-intelligent A.I. |
| b) A.I researchers are often telling us super-intelligent A.I is far off and not to worry |
| c) A.I researchers do not realise how dangerous it is |
| d) A.I researchers think we will populate Mars before A.I is invented |

___ / 1

iii. **Another frightening point is...** – choose only one

- | |
|---|
| a) We are not ready and have no idea of the safety parameters |
| b) We have an urgency to create super-intelligent A.I |
| c) We are ready for aliens but not for super-intelligent A.I |
| d) 50 years is not enough time to get ready for super-intelligent A.I |

___ / 1

vi. **Implanting A.I technology into our brains** (neuroscience) – choose only one

- | |
|--|
| a) this is the safest option |
| b) super-intelligent A.I and neuroscience is less likely than just basic super-intelligent A.I |
| c) this technology will help A.I machines share our common values |
| d) all the above |

___ / 1

6. Summary – [put a suitable word in the gap]

Possible solution

A.I will be inevitably built. There is so much to consider when you are creating super-intelligent machines that can make i) _____ to itself. We need something like a ii) _____ Project on the topic of artificial intelligence especially to avoid an iii) _____ race. We also need to admit that the horizon of iv) _____ far exceeds what we currently know and we are in the process of building some kind of v) _____. Is this something we can live with?

___ / 5

Total score: ___ / 47

Can we build AI without losing control over it? ANSWERS

1. Introduction: T/F/NG

i. The lecturer claims we are all worried about A.I in the future No we think it's fun	F
ii. The lecturer believes A.I will destroy us	T
iii. The lecturer believes A.I will take over the world	NG
iv. Most of us find A.I fun to think about	T
v. A.I will cause global famine	NG
Vi. We are able to marshal an emotional response to the future of A.I We can't seem to marshal a response	F

___ / 6

2. The two doors scenario – short answers

Door 1	
What is behind the 1st door?	What could stop this from happening? (2 reasons)
i. stop making progress in building intelligent machines Our computer hardware and software just stops getting better for some reason	i. A full-scale nuclear war? ii. A global pandemic? iii. An asteroid impact? iv. Justin Bieber president of the United States? (any 3, any order)
The overall point is:	i. to stop A.I -something would have to destroy civilization as we know it

___ / 4

Door 2	
What is behind the second door?	What will happen?
i. We continue to improve our intelligent machines year after year after year	ii. will build machines that are smarter than we are, and this will lead to..., they will begin to improve themselves
A scientific term:	iii. Mathematicians call this process of being not in control " intelligence explosion ".
The main concern is that these competent machines could....	iv. destroy us
Which insect does he refer to in order to consolidate this point?	v. ants

___ / 5

3. Three main assumptions – short answers

Assumption 1	
Idea	Development
i. Intelligence is a matter of information processing in physical systems.	ii. general intelligence is when a machine can think flexibly across multiple domains –
Overall point:	iii. It's crucial to realize that the rate of progress doesn't matter, because any progress is enough to get us into the end zone.

___ / 3

Assumption 2	
Idea	Development
i. is that we will keep going. We will continue to improve our intelligent machines	ii. <i>We need to improve our understanding as it is a valuable resource.</i>
Overall point	<i>We want to cure diseases like iii) cancer and improve our iv) climate science</i>
Idiom expression: iv. the train is out of the station and there's no brake to pull.	

___ / 4

Assumption 3	
Idea	development
i. we don't stand on a peak of intelligence, or anywhere near it	This is what makes our situation so ii. precarious , and this is what makes our intuitions about risk so iii. unreliable
The spectrum of intelligence:	Machines will iv. explore this spectrum in ways that we can't imagine, and v. exceed us in ways that we can't imagine.
The virtue of speed in electronic circuits:	vi. a million times faster: than biochemical ones vii. 20,000 years of human-level intellectual work in a week

___ / 7

4. Summary – the future with A.I

Imagine the best case scenario a super-intelligent A.I design with no safety concerns. It could redesign itself to be the perfect i. **labour-saving** device. It could end most basic jobs and at the same time many ii. **intellectual** jobs too. The main concern is what would happen to the main iii. **economic** and political order. We would witness wealth inequality and high levels of iv. **unemployment** never experienced before. There would be a few v. **trillionaires** and the rest of us would starve.

___ / 6

5. Multiple Choice:

i. **Russian and Chinese** – choose the correct one

a) The Russians and Chinese want to wage war
B) The Russians and Chinese are 6 months in front of the competition with A.I
c) The Russians and Chinese will do anything to be the leaders in A.I
d) none of the above

___ / 1

ii. **One of the most frightening things is..** – choose the correct one

a) A.I researchers are lying about how close they are to super-intelligent A.I.
b) A.I researchers are often telling us super-intelligent A.I is far off and not to worry
c) A.I researchers do not realise how dangerous it is
d) A.I researchers think we will populate Mars before A.I is invented

___ / 1

iii. **Another frightening point is...** – choose one

a) We are not ready and have no idea of the safety parameters

b) We have an urgency to create super-intelligent A.I

c) We are ready for aliens but not for super-intelligent A.I

d) 50 years is not enough time to get ready for super-intelligent A.I

___ / 1

vi. Implanting A.I technology into our brains (neuroscience)

a) this is the safest option

b) super-intelligent A.I and neuroscience is less likely than just basic super-intelligent A.I

c) this technology will help A.I machines share our common values

d) all the above

___ / 1

6. Summary – possible solution

A.I will be inevitably built. There is so much to consider when you are creating super-intelligent machines that can make i. **changes** to itself. We need something like a ii.

Manhattan Project on the topic of artificial intelligence especially to avoid an iii. **arms** race.

We also need to admit that the horizon of iv. **cognition** far exceeds what we currently know and we are in the process of building some kind of v. **God**. Is this something we can live with?

___ / 5

Total score: ___ / 44

Two reasons companies fail and how to avoid them

[listening test questions]

Author: knut Haanaes

Date: June 2015

Time: (10:38)

Level: *** ** [B2/C1]

TED TALKS Link:

https://www.ted.com/talks/knut_haanaes_two_reasons_companies_fail_and_how_to_avoid_them

Check these words before listening:

Key vocabulary

1. Exploration
2. Exploitation
3. The irony
4. To diagnose
5. Practicality.
6. A Mantra
7. Obsolete.
8. Famous people: Madame Curie, Picasso, Neil Armstrong, Sir Edmund Hillary
(google these people)
9. Pathetic.
10. Competent.
11. Companies: Nestlé / Lego / Toyota / Unilever (google)
12. Persistence
13. Perpetual
14. Vicious circle
15. The public sector
16. Effective reform
17. Lousy
18. Crisis
19. Sceptical
20. To be conscious.

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Two reasons companies fail and how to avoid them

TED TALK: knut Haanaes [Jun 2015. 10:38]

1. Short answers

What are the two reasons why companies fail?

i.	
ii.	

___ / 2

2. Key terms

What is the balance between the two activities?

i.	_____ and _____
----	-----------------

___ / 1

3. Case study Examples

Two companies that got it wrong.

Case study 1:

Name of company:	i. Facil
Product of company:	ii.
What went wrong?	iii.

___ / 2

Case study 2.

Name of the company:	i.
Product of company:	ii. a European biotech company
Promises:	iii.
iv. The company's Mantra: <i>"When we only get it right," or even, "We want it p_____."</i>	
What went wrong?	v.

___ / 4

4. People

Who coined the idea of 'exploration' and 'exploitation'?

Name:	Jim _____
Place:	_____ University
Time:	about _____ years ago

___ / 3

5. Defining terms

Define 'exploration'? And exploitation?

What is exploration?	i.
What is exploitation?	ii.
What happens to companies as they become more competent?	iii. They become less _____
What is the worry for CEOs?	iv.

___ / 4

6. One word answers

Companies that have innovated - what is the product?

Company	Innovation
Nestlé	i. Nespresso
Lego	ii.
Toyota	iii.
Unilever	iv.

___ / 3

7. Summary Skills - [put a suitable word in the gap – first letter of word is provided]

Business Traps

Trap1:

The first trap is called the i) **P**_____ **S**_____ trap. This is when we discover something but don't have the patience or the ii) **p**_____ to make it work. This is evident in lots of companies and a famous example is the company called iii) **x**_____. It also happens in the public sector where reform can take up to iv) _____ [number] years but we change more often and as a result it isn't given a chance.

___ / 4

Trap2:

The second trap is called the i) **S**_____ trap. This is when your product is very successful that we fail to ii) **i**_____ and change. When we know or do something well, it's difficult to change. Bill Gates has said: "Success is a iii) **I**_____ teacher. It seduces us into thinking we cannot fail." That's the iv) **c**_____ with success.

___ / 4

8. Multiple choice

Four lessons to apply to companies.

Lesson 1 – choose only one

- | |
|-------------------------------------|
| a. get ahead of the crisis |
| b. keep pushing for the next battle |
| c. win the next innovation cycle |
| d. all the above |

___ / 1

Lesson 2 – choose only one

- | |
|-----------------------------------|
| a. think in multiple time scales |
| b. think in one-year perspectives |
| c. innovate more from 30% to 70% |
| d. all the above |

___ / 1

Lesson 3 – choose only one

a. don't allow constructive challenging on the corporate board
b. it's not a team sport.
c. invite talent.
d. all the above.

___ / 1

Lesson 4 – choose only one

a. be sceptical of success.,
b. "remember, you're only human."
c. use Roman history to guide you.
d. all the above

___ / 1

9. Short answers

Looking at your own company:

What is the first question you should ask?	i.
What is the second question?	ii.
What is beauty in.....	iii. the beauty is in the b _____.

___ / 3

Overall Score ___ / 34

Two reasons companies fail and how to avoid them ANSWERS

1. Short answers

What are the two reasons why companies fail?

i. they only do more of the same

ii. they only do what's new

___ / 2

2. Key terms

What is the balance between the two activities?

i. **exploration** and **exploitation**

___ / 1

3. Case study Examples

Two companies that got it wrong.

Case study 1.

Name Company:	i. Facit
Product:	ii. Calculators
What went wrong?	iii. continued doing exactly the same. / exploitation

___ / 3

Case study 2.

Company:	i. OncoSearch
Product:	ii. a European biotech company
Promises:	iii. diagnose, even cure, certain forms of blood cancer.
iv. Mantra: "When we only get it right," or even, "We want it perfect."	
What went wrong?	v. Become obsolete before perfect / OncoSearch did too much exploration.

___ / 5

4. People

Who coined the idea of 'exploration' and 'exploitation'?

Name:	Jim March
Place:	Stanford University
Time:	about 15 years ago

___ / 3

5. Defining terms

Define 'exploration'? And exploitation?

What is exploration?	i. Coming up with what's new. It's about search, it's about discovery, it's about new products, it's about new innovations. It's about changing our frontiers. Risks are high
What is exploitation?	ii. taking the knowledge we have and making good, better. Making good products faster and cheaper. Exploitation is not risky -- in the short term.
What happens to companies as they become more competent?	iii. They become less innovative .
What is the worry for CEOs?	Doing one well is difficult but Doing both well at the same time is art.

___ / 4

6. One word answers

Companies that have innovated - what is the product?

Company	Innovation
Nestlé	i. Nespresso
Lego	ii. animated films
Toyota	iii. hybrids
Unilever	iv. sustainability

___ / 3

7. Summary Skills

Business Traps

Trap1:

The first trap is called the i) **Perpetual Search** trap. This is when we discover something but don't have the patience or the ii) **persistence** to make it work. This is evident in lots of companies and a famous example is the company called iii) **Xerox**. It also happens in the public sector where reform can take up to iv) **20** years but we change more often and as a result it isn't given a chance.

___ / 4

Trap2:

The second trap is called the i) **success** trap. This is when your product is very successful that we fail to ii) **innovate** and change. When we know or do something well, it's difficult to change. Bill Gates has said: "Success is a iii) **lousy** teacher. It seduces us into thinking we cannot fail." That's the iv) **challenge** with success.

___ / 4

8. Multiple choice

4 lessons to apply to companies.

Lesson 1 – choose only one

- | |
|-------------------------------------|
| a. get ahead of the crisis |
| b. keep pushing for the next battle |
| c. win the next innovation cycle |
| d. all the above |

___ / 1

Lesson 2 – choose only one

- | |
|--|
| a. think in multiple time scales. |
| b. think in one-year perspectives |
| c. innovate more from 30% to 70% |
| d. all the above |

___ / 1

Lesson 3 – choose only one

a. Don't allow constructive challenging on the corporate board
b. it's not a team sport.
c. invite talent.
d. All the above.

___ / 1

Lesson 4 – choose only one

a. be skeptical of success.,
b. "Remember, you're only human."
c. Use Roman history to guide you.
d. All the above

___ / 1

9. Short answers

Looking at your own company:

What is the first question you should ask?	<ul style="list-style-type: none"> • In which areas do you see that the company is at the risk of falling into success traps, or • just going on autopilot? • And what can you do to challenge? <p>[any of these]</p>
What is the second question?	<ul style="list-style-type: none"> • When did I explore something new last, and what kind of effect did it have on me? • Is that something I should do more of? <p>[any of these]</p>
What is beauty in.....	the beauty is in the balance .

___ / 3

Overall Score ___ /

How college loans exploit students for profit

[listening test questions]

Author: Sajay Samual

Date: Feb 2016

Time: (11:48)

Level: *** ** [B2/C1]

TED TALKS Link:

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

Check these words before listening:

Key vocabulary

1. College ^{AmE} / university ^{BrE}
2. Student loans (Google this) / Sallie Mae and Navient (Loan company)
3. Debt / Indebtedness
4. Unaffordability
5. Accumulation
6. 'Following in someone's footsteps' (metaphor)
7. 'The escalator of life' (Metaphor)
8. A Whopping debt
9. Diminished income
10. Barbarisms
11. Profitability
12. Packaged
13. Securitised loans
14. Ignorance
15. Distinguish
16. Lexus (car) / Louis Vuitton bag
17. A sales pitch
18. Baristas
19. Exorbitant
20. Cruel
21. Subsidiaries
22. Inequity

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How college loans exploit students for profit

TED TALK: Sajay Samual [Feb 2016. 11:48]

1. True / False / Not Given

	T/F/NG
a. 1 trillion Americans owe \$40 million	
b. You can't claim bankruptcy if you have student loans	
c. Education in the past was free because it was seen as good for society	
d. The cost of Higher Education has become unaffordable for the majority of Americans	
e. College graduates earn only 10% more in 2013 than they did in 2001	
f. Over half of graduates cannot meet the repayments on their student loans	

____ / 6

2. The Three Truths

The truth	Development
1. _____	<ul style="list-style-type: none"> Teachers are a service provider Students are the _____ Sociology/science is the _____
2. _____	<ul style="list-style-type: none"> Sallie Mae and Navient posted a profit of \$ _____ <p>Colleges make profit twice:</p> <ul style="list-style-type: none"> _____ _____
3. <u>University education is a brand</u>	<ul style="list-style-type: none"> Education is marketed as a S _____ object It d _____ yourself from others Is an object of e _____

____ / 10

3. Advertising Facts

a. A college degree is essential _____

b. The evidence is (college grad versus a high school grad) - _____

___ / 2

4. Statistics: looking at the advertising facts above - 100 students who go to university

Number	development						
45	<ul style="list-style-type: none"> • _____ 						
55	<table border="1"> <thead> <tr> <th>Number</th> <th>Fact</th> </tr> </thead> <tbody> <tr> <td>• _____</td> <td>• _____</td> </tr> <tr> <td>• _____</td> <td>• _____</td> </tr> </tbody> </table>	Number	Fact	• _____	• _____	• _____	• _____
Number	Fact						
• _____	• _____						
• _____	• _____						
Not included in advertising statistics are these two important	<ul style="list-style-type: none"> • _____ • _____ 						
Two out of three (2:3) graduates	<ul style="list-style-type: none"> • _____ 						

___ / 8

5. Summary: Solutions – [put a suitable word in the gap – first letter of word is provided]

Parents and students need to treat higher education as a **1.C**_____ product.

This will enable them to **2. d**_____ what you're paying for. For example, when

you buy **3. m**_____, you receive a list of side effects. When you buy a

4.c_____ it tells you how many miles to the gallon it will do. Overall, these

components help consumers to make **5.i**_____ choices.

___ / 5

6. Income Based Tuition App (IBT) - The three main benefits of using IBT are...

Benefit	Development
1. _____ _____ _____	<ul style="list-style-type: none"> • wise choices • why pay _____% additional income.
2. _____ _____ _____	<p>Explain the example of engineering and philosophy</p> <ul style="list-style-type: none"> • _____ _____ _____ [2] • What will this lead to: majors being priced more correctly
3. prevent financial ruin	<ul style="list-style-type: none"> • This will prevent investing in a _____ _____

____ / 6

7. Summary – add two points

- _____
- _____

____ / 2

8. Author's stance - Yes (Y) or No (N) to the authors stance

- Education is too expensive = _____
- Education needs to be treated as a consumer product = _____
- Higher education advertising is misleading= _____
- Student debt is crippling many people= _____
- Universities need to be transparent on the success of the courses = _____

____ / 5

Score overall: _____ / 50

Student Loans – ANSWERS

1. True / false / NG

a. 1 trillion Americans owe \$40 million	F
b. You can't claim bankruptcy if you have student loans	NG
c. Education in the past was free because it was seen as good for society	T
d. The cost of Higher Education has become unaffordable for the majority of Americans	T
e. College graduates earn only 10% more in 2013 than they did in 2001 (opposite)	F
f. Over half of graduates cannot meet the repayments on their student loans (1/4)	F

____ / 6

2. The three truths

The truth	Development
1. <u>Consumer product</u>	<ul style="list-style-type: none"> • Teachers are a <u>service</u> • Students are the <u>consumers</u> • Sociology / science is the <u>content</u>
2. <u>Debt is profitable</u>	<ul style="list-style-type: none"> • Sallie Mae and Navient posted a profit of <u>\$1.2bn dollars</u> <p>Colleges make profit twice:</p> <ul style="list-style-type: none"> • <u>Tuition fees</u> • <u>Interest on debt</u>
3. <u>Brand</u>	<ul style="list-style-type: none"> • Education is marketed as a <u>status</u> object • It <u>distinguishes</u> yourself from others • Is an object of <u>Envy</u>

____ / 12

3. Advertising

- a. A college degree is essential to get up on that escalator to middle class life
- b. The evidence is (college grad versus a high school grad) - a college grad makes on average 56% more than a high school grad.

___ / 4

4. Statistics – looking at the advertising facts with 100 students who go to university

Number	development						
45	<ul style="list-style-type: none"> • <u>Do not complete it</u> 						
55	<table border="1"> <thead> <tr> <th>Number</th> <th>Fact</th> </tr> </thead> <tbody> <tr> <td>• 2</td> <td>• <u>unemployed</u></td> </tr> <tr> <td>• 18</td> <td>• <u>underemployed</u></td> </tr> </tbody> </table>	Number	Fact	• 2	• <u>unemployed</u>	• 18	• <u>underemployed</u>
Number	Fact						
• 2	• <u>unemployed</u>						
• 18	• <u>underemployed</u>						
Not included in advertising statistics	<ul style="list-style-type: none"> • <u>Not included exorbitant tuition fees</u> • <u>Loss of wages will studying</u> 						
Two out of three (2:3)graduates	<ul style="list-style-type: none"> • <u>will not find an adequate job</u> 						

___ / 8

5.Solutions – Summary – write only one word in the space

Parents and students need to treat higher education as a 1. consumer product. This will enable them to 2. demand what you're paying for. For example, when you buy 3. medicine, you receive a list of side effects. When you buy a 4. car it tells you how many miles to the gallon it will do. Overall, these components help consumers to make 5. informed choices.

___ / 5

6. Income Based Tuition App (IBT)

The three main benefits of using IBT are...

Benefit	Development
1. <u>how much money you can make from a degree.</u>	<ul style="list-style-type: none"> • choose wisely, make informed choices, • why pay 15% more of your additional income.
2. <u>college administrators forced to manage costs better.</u>	<p>Explain the example of engineering and philosophy</p> <ul style="list-style-type: none"> • Engineering uses more resources and facilities than philosophy. One faculty Subsidises another. • What will this lead to: majors being priced more correctly
3. <u>Prevent financial ruin</u>	<ul style="list-style-type: none"> • This prevent investing in defective product.

___ / 8

7. Summary – add two points

Rediscover the curiosity of learning, study what you love, love what you follow, follow your passion, stimulated by intelligence.

___ / 2

8. Author's stance - Mark the statements that are true or false to the authors stance

- f. Education is too expensive **True**
- g. Education needs to be treated as a consumer product **True**
- h. Higher education advertising is misleading **True**
- i. Student debt is crippling many people **True**
- j. Universities need to be much more transparent on the success of the courses **True**

___ / 5

Overall: ___ / 50

The real harm of the global arms trade

[listening test questions]

Author: Samantha Nutt

Date: November 2015

Time: (13:34)

Level: *** ** [B2/C1]

TED TALKS Link:

http://www.ted.com/talks/samantha_nutt_the_real_harm_of_the_global_arms_trade?language=en

Check these words before listening:

Key vocabulary

1. UNICEF
2. War-torn / war-zones / genocide
3. Baidoa, Somalia (google maps)
4. Rwanda genocide
5. Films: Mad Max / Clockwork Orange (google this)
6. Humanitarian catastrophe
7. Rigor mortis (rigor)
8. Kalashnikov rifle (automatic rifle)
9. Coercion
10. Small arms / light weapons
11. Brutalise / rape / threaten / intimidate
12. Terror groups – ISIS / Boko Haram / al Qaeda
13. A staggering number / it's shocking
14. to scrutinizing
15. to vaccinate
16. to disrupt
17. to ratify
18. A regular contribution
19. A treaty
20. On the contrary

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The real harm of the global arms trade

TED TALK: Samantha Nutt [Nov 2015. 13:34]

1. Introduction [True / False / Not Given]

	T / F / NG
i. She worked for UNICEF for \$1 an hour	
ii. She's a doctor	
iii. She worked in Baidoa, Somalia locals call it the city of death	
iv. 300 million people have died from war-related problems	
v. Most aid organisations had run out of money	
vi. The security situation is dangerous and unpredictable	
vii. One of the biggest problems is young boys with automatic rifles	
viii. Many believe war is just part of human existence	

___ / 8

2. Numbers – what do these figures signify in the lecture

800 million	i.
\$10	ii.
40 million	iii.
Top 20	iv.
80%	v.

___ / 5

3. Gap fill – [put a suitable word in the gap – first letter of word is provided]

You need weapons...

i. to maintain l _____ and o _____
ii. to promote p _____ and s _____
iii. to combat t _____ groups

___ / 5

4. Summary – [put a suitable word in the gap – first letter of word is provided]

Small arms trade

There has been a i. _____ in the small-arms trade since the start of the war on Terror. The business has grown threefold in the last ii. _____ years. This compared to the number of people who have died from war is the iii. _____. One of the main problems is that shipping arms to opposition fighters like the Iraq army or to Syria, these arms eventually end up in the hands of iv. _____ groups like ISIS or al Qaeda. Spending on war per person per year amounts to v. \$_____ per person, this is approximately vi _____ times what we spend on foreign aid to educate and prevent disease.

___ / 6

5. Solutions for supply – open answers

Governments can adopt international transparency mechanisms through a treaty called...

i.

___ / 1

What will this treaty make arm-selling countries become?

ii.

___ / 1

Why hasn't this treaty worked in the US?

iii.

___ / 1

Will this solve the problem? (Yes, no & why?)

Yes or no?	Why?
iv) <input type="text"/>	v) <input type="text"/>

___ / 2

6. Investment– to stop the cycle of violence investments are needed in.... [2 areas]

i.

ii.

___ / 2

7. Monetary Contributions

What type of monetary contribution should you give and why?

Type	Why?
i.	ii.

___ / 2

8. Overall conclusion – multiple choice: [choose only 1]

a) We can make different choices here
b) War is ours, we buy it, we sell it, spread it and wage it.
c) We are the only ones who can solve it.
d) All the above

___ / 1

Overall score. ___ / 35

The real harm of the global arms trade **ANSWERS**

1. Introduction T/F/ NG

i. She worked for UNICEF for \$1 an hour [volunteer \$1 for evacuation]	F
ii. She's a doctor	T
iii. She worked in Baidoa, Somalia locals call it the city of death [journalists call it]	F
iv. 300 million people have died from war-related problems [300,000]	F
v. Most aid organisations had run out of money	T
vi. The security situation is dangerous and unpredictable [Madmax meets Clockwork Orange]	T
vii. One of the biggest problems is young boys with automatic rifles	NG
viii. Many believe war is just part of human existence	T

___ / 8

2. Numbers – what do these figures signify in the lecture

800 million	i. Small and light arms in the world
\$10	ii. Buy an AK47
40 million	iii. People displaced from war globally
Top 20	iv. Exporters are in the global North or Western countries
80%	v. Of weapons come from 5 permanent members of the UN Security Council

___ / 5

3. Gap fill - the main assumption for weapons in war zones.

You need weapons to...

i. maintain law and order
ii. promote peace and security
iii. combat terror groups

___ / 5

4. Summary – small arms trade

There has been a i. **boom** in the small-arms trade since the start of the war on Terror. The business has grown threefold in the last ii. **15** years. This compared to the number of people who have died from war is the iii. **same**. One of the main problems is that shipping arms to opposition fighters like the Iraq army or to Syria, these arms eventually end up in the hands of iv. **militant** groups like ISIS or al Qaeda. Spending on war per person per year amounts to v. **\$249** per person, this is approximately vi. **12** times what we spend on foreign aid to educate and prevent disease.

___ / 6

5. Solutions for supply – open answers

i. Governments can adopt international transparency mechanisms through a treaty called..

Arms Trade Treaty.

___ / 1

ii. What will this treaty make arm-selling countries become?

This make countries more accountable for where they sell arms and be used for.
--

___ / 1

iii. Why hasn't this treaty worked in the US?

Because although President Obama signed the agreement .It needs to be approved and ratified by the senate.
--

___ / 1

iv. Will this solve the problem? (Yes, no & why?)

No	but it's an important step in the right direction
----	---

___ / 2

6. Investment– To stop the cycle of violence investments are needed in.... [2 areas]

i. Education

ii. Strengthening the rule of law

iii. Economic development

iv. Investing in women

___ / 2

7. Monetary Contributions

What type of monetary contribution should you give and why?

Type	Why?
i. Monthly / regular	ii. humanitarian organisations properly plan nude invested in the long term

___ / 2

8. Overall conclusion – multiple choice: [choose only 1]

- a) We can make different choices here
- b) War is ours, we buy it, we sell it, spread it and wage it.
- c) We are the only ones who can solve it.

d) All the above

___ / 1

What makes a good life? *Lessons from the longest study on happiness.*

[listening test questions]

Author: Robert Waldinger

Date: Nov 2015

Time: (12:46)

Level: **** [B2/C1]

TED TALKS Link:

https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

Check these words before listening:

Key vocabulary

1. Millennials (adulthood in year 2000. Born 1981-1997)
2. Hindsight
3. Sophomores (2nd year at university)
4. Disadvantaged families
5. Tracked
6. Distracted
7. Persistence
8. Nobody moves the ball further down the field
9. Alcoholism
10. Schizophrenia
11. To be toxic
12. Conflict
13. Octogenarian
14. Grudge
15. A family Feud
16. Magnified
17. Screen time
18. A quick fix.

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What makes a good life? Lessons from the longest study on happiness.

TED TALK: Robert Waldinger [Nov 2015. 12:46]

Millennial’s Survey

1.What are Millennials two main goals?	Percentage	Goal
	i.	ii .
	iii.	iv.
2. What are we often told we need to do to have a good life?	To push h _____and a _____ more	

___ / 6

The Study

3.Name of study:	
4.Length of time:	
5. When did it begin?	
6. How many participants:	
7. How many are still alive today?	
8. What were the two groups?	Group 1: i.
	Group 2: ii.
9. Three main research areas	i. work
	ii.
	iii.

___ / 9

True / False / Not Given (T/F/NG):

Detailed research: The participants are...

	T / F / NG
10. contacted and asked questions every year	
11. asked to answer online questionnaires.	
12. interviewed only at Harvard	
13. given psychological examinations	
14. asked to give blood samples	
15. are all men	
16. checked for schizophrenia	
17. The participant's wives and children are interviewed too	
18. The participant's employers are questioned	
19. Everything is filmed	

___ / 10

Long studies / long research projects

Studies like these are exceedingly rare. Why?

21. reason 1	
22. reason 2	

___ / 2

Why has this particular survey survived?

23. Reason	
------------	--

___ / 1

Summaries - [put a suitable word in the gap – first letter of word is provided]

The Three Big Lessons

24. Lesson 1

Social connections are good for us but **L**_____ kills. People who have strong family and friend communities are happier, healthier and live longer. People who are **i**_____ are less happy, health declines earlier in **m**_____ life, **b**_____ functions declines sooner and they live shorter lives. In fact, one in **f**_____ Americans are lonely.

25. Lesson 2:

It's not the number of friends but whether or not you are in a **c**_____ relationship. Living in **c**_____ is really bad for us but living in good warm relationships is **p**_____. Evidence at fifty years old showed how healthy they would be at **e**_____ years old.

26. Lesson 3:

Relationships don't just protect our bodies they protect our **b**_____. People in positive relationships feel they can rely on that other person in times of **n**_____, as a result their **m**_____ stay sharper.

___ / 12

Multiple choice questions - [choose only one answer]

27. The main message is...

- a) Close relationships are good for our health and wellbeing
- b) Close relationships are good for our health and wisdom
- c) Close relationships are good for our health and longevity

___ / 1

28. The message for relationships is...

- a) Relationships quickly fixed never last
- b) Building relationships is a lifelong challenge
- c) Relationships can be sexy and glamorous

___ / 1

Solutions

29. What can be done to improve relationships with friends and family? Three things

1	Replace screen time with people time
2	
3	

___ / 2

Final point a quote: [put a suitable word in the gap – first letter of word is provided]

30. Mark Twain:

"There isn't time, so brief is life, for bickerings, apologies, heartburnings, callings to account. There is only time for I _____, and but an i _____ so to speak, for that."

___ / 2

Overall Mark = ___ / 46

What makes a good life? **ANSWERS**

Millennial's Survey

1. What are Millennials two main goals?	Percentage	Goal
	i. 80%	li. Rich
	iii. 50%	iv. Famous
2. What are things we are given the impression to have a good life?	To push harder and achieve more	

___ / 6

The Study

3. Name of study:	The Harvard Study of Adult Development
4. Length of time:	75 years
5. When did it begin?	1935
6. How many participants:	724 men
7. How many are still alive today?	60
8. What were the two groups?	Group 1: i. sophomores at Harvard College
	Group 2: ii. Boston's poorest neighbourhoods, disadvantaged families / tenements
9. Three main research areas	i. work
	ii. home
	iii. health

___ / 9

Detailed research included (T/F/NG)

The participants are...

10. contacted and asked questions every year (2 years)	F
11. asked to answer online questionnaires.	NG
12. interviewed at Harvard (at home)	F
13. given psychological examinations	NG
14. asked to give blood samples	T
15. are all men (women have been included in last decade)	F
16. checked for schizophrenia	NG
17. The participant's wives and children are interviewed	T
18. The participant's employers are questioned	NG
19. Everything is filmed	T

___ / 10

Long studies / projects

Studies like these are exceedingly rare. Why?

21. reason 1	People drop out, funding dries up,
22. reason 2	researchers get distracted, people die, nobody moves the ball further down the field. (Any point, any order)

Why has this survey survived?

23. Reason	Luck and persistence of several generations of researchers. (Either of these main points is fine)
------------	---

___ / 3

Summaries - [put a suitable word in the gap – first letter of word is provided]

The Three Big Lessons

24. Lesson 1

Social connections are good for us. **Loneliness** kills. People who have strong family and friend communities are happier, healthier and live longer. People who are **isolated** are less happy, health declines earlier in **middle** life, **brain** functions declines sooner and they live shorter lives. One in **five** Americans are lonely.

25. Lesson 2:

It's not the number of friends but whether or not you are in a **committed** relationship. Living in **conflict** is really bad for us but living in good warm relationships is **protective**. Evidence at fifty years old showed how healthy they would be at **eighty** years old.

26. Lesson 3:

Relationships don't just protect our bodies they protect our **brains**. People in positive relationships feel they can rely on other person in times of **need**, their **memories** stay sharper.

___ / 12

Multiple choice

27. The main message is...

- a) **Close relationships are good for our health and wellbeing**
- b) Close relationships are good for our health and wisdom
- c) Close relationships are good for our health and longevity

___ / 1

28. The message for relationships is...

- a) Relationships quickly fixed never last
- b) Building relationships is a lifelong challenge**
- c) Relationships are sexy and glamorous

___ / 1

Solutions

29. What can be done to improve relationships with friends and family? Three things

1	Replace screen time with people time
2	Liven up stale relationships Do something new together long walks date nights
3	a family member you haven't spoken to in years (Any point, any order)

___ / 2

Final point a quote:

30. Mark Twain "There isn't time, so brief is life, for bickerings, apologies, heart burnings, callings to account. There is only time for **loving**, and but an **instant**, so to speak, for that."

___ / 2

Overall Mark = ___ / 46

The next manufacturing revolution is here?

[listening test questions]

Author: Olivier Scalabre

Date: May 2016

Time: (12:26)

Level: **** * [C1]

TED TALKS Link:

https://www.ted.com/talks/olivier_scalabre_the_next_manufacturing_revolution_is_here

Check these words before listening:

Key vocabulary

1. Manufacturing
2. Scary
3. Tensions and conflict
4. Productivity
5. A growth slump
6. Relocation
7. To stockpile products
8. Rigidity in supply
9. To replenish stocks
10. A short coming
11. Collaboration
12. 3D printing
13. configuration
14. macroeconomic
15. customisation
16. proximity
17. agile
18. retraining
19. emerging economies
20. wealth distribution

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The next manufacturing revolution is here

TED TALK: Olivier Scalabre [May 2016. 12:26]

1. What's the serious issue?

i.

___ / 1

2. How long has this decline been happening?

i.

___ / 1

3. What will happen if this continues?

i.

___ / 1

4. What are the three manufacturing revolutions?

Revolution	Date
i.	
ii.	
iii.	

___ / 6

5. What are the three main areas for growth?

i. Labour
ii.
iii.

___ / 2

6. Past attempts to revolutionize manufacturing – True / False / Not Given [T / F / NG]

T / F / NG

i. Attempts to revolution manufacturing have been strong	
ii. Relocating factories offshore saves money in the long-term	
iii. Cheap overseas labour exploits workers	
iv. Making, specialising and stockpiling products creates rigidity in supply chains	
v. Zara's supply chain is highly adaptable	
vi. Traditional clothing companies are now following Zara's model.	
vii. The Factory model hasn't changed for 50 years	

	T / F / NG
ix. The key to growth is combining manufacturing and technological innovation.	
x. The fourth manufacturing revolution has started	
xi. The fourth manufacturing revolution will boost productivity by 1/4.	

___ / 11

7. Key parts of the fourth manufacturing revolution: one-word answer

Robots:

Percentage	idea
8%	i.
25%	ii.
20%	Productive
20%	iii.
20%	iv.

___ / 4

8. Robot Summary - [put a suitable word in the gap – first letter of word is provided]

These robots are working for us right now. Last year in the US, they helped the company

i) **A**_____ prepare and ship ii) **a**_____ the products on the biggest online shopping day of the year and history called iii) **C**_____ **M**_____.

Consumers spent v) \$_____ **Bn** dollars on electronics that day.

___ / 4

9. 3D printing – short answers

i. 25 %	
---------	--

___ / 1

Example of 3D printing:

Industry	i.
Product :	fuel nozzles
Complex to manufacture (why?)	ii.
Solution: 3D printing (why?)	iii.
The results?	iv.

___ / 4

10. Key point - One of the biggest changes will be scale customisation.

What is **scale customization**?

i.

___ / 1

10. Marco -economic changes

Factories – the two vital changes that will take place are:

i.
ii.

___ / 2

11. Globalisation will enter a new era. [Match the headings]

i. The East-to-West trade	a. Products Travel the world
ii. the old model	b. More employment, productivity & growth
iii. The new model	c. Products next to consumer market
iv. mature economies	d. Regional trade flows

___ / 3

12. What are two of the drawbacks?

i.
ii.

___ / 2

13. China & Brazil? - [put a suitable word in the gap – first letter of word is provided]

It's also a chance for developing economies. Of course China and other emerging economies won't be the i) **f**_____ of the world anymore. Actually, it was not a ii) **s**_____ model in the long term, as those countries are becoming richer. Last year, it was already as expensive to produce in Brazil as to produce in iii) **F**_____. By iv) _____ [date], manufacturing costs in China will be on par with the US.

___ / 4

14. Summary – overall the fourth revolution. [put a suitable word in the gap]

The new manufacturing revolution will accelerate the transition of those emerging economies towards a model driven by i) _____ consumption. And this is good, because this is where growth will be created. In the next ii) _____ years, the next iii) _____ consumers in China will inject more growth in our economies than the top iv) _____ European markets together.

___ / 4

15. Multiple choice: the final main point - choose one.

- a. Sustainable growth and wealth distribution
- B. A better future for manufacturing
- C. Employment for our children
- D. The only way forward for manufacturing

___ / 1

Overall score: ___ / 53

The next manufacturing revolution is here: **ANSWERS**

1. What's the serious issue?

i. The economy is not growing

___ / 1

2. How long has this decline been happening?

i. 50 years

___ / 1

3. What will happen if this continues?

i. This creates tensions and serious conflicts

___ / 1

4. What are the three manufacturing revolutions?

Revolution	Date
i. The steam engine	in the middle of the 19th century,
ii. The mass-production model	in the beginning of the 20th century
iii. first automation wave	in the 1970s

___ / 6

5. What are the three main areas for growth?

i. Labour

ii. Capital

iii. Productivity

___ / 2

6. Past attempts to revolutionise – T / F / NG

i. Attempts to revolution manufacturing have been strong (lame – weak)	F
ii. Relocating factories offshore saves money in the long-term (only in the short term)	F
iii. Cheap overseas labour exploits workers (it doesn't stay cheap)	NG
iv. Making, specialising and stockpiling products creates rigidity in supply chains	T
v. Zara's supply chain is highly adaptable (change collections every month)	T
vi. Traditional clothing companies are now following Zara's model.	NG
vii. The Factory model hasn't changed for 50 years	T
viii. The internet failed to develop manufacturing (productivity)	NG
ix. The key to growth is combining manufacturing and technological innovation.	T
x. This is the fourth manufacturing revolution has started	T

xi. The court manufacturing revolution will boast productivity by 1/4. [1/3]	F
--	---

___ / 11

7. Key parts of the fourth manufacturing revolution Robots:

Percentage	idea
i.8%	(Tasks are) automated
ii.25%	(In) 10 years
iii.20%	Productive
iv.20%	(More) outputs
v.20%	(Additional) growth

___ / 4

8. Summary

These robots are working for us right now. Last year in the US, they helped the company **Amazon** prepare and ship **all** the products on the biggest online shopping day of the year and history called **Cyber Monday**. Consumers spent **3 billion** dollars on electronics that day.

___ / 4

9. 3D printing

I. 25 %	Plastic and metals
---------	---------------------------

___ / 2

Example of 3D printing:

I. Industry	aerospace industry,
ii. Product :	fuel nozzles
iii. Complex to manufacture (why?)	made up of 20 different parts that need to be separately produced and then painstakingly assembled.
iv. Solution: 3D printing (why?)	just one part
V. The results?	40 percent: more productivity, output, growth. (40% + any of these)

___ / 4

10. Key point - One of the biggest changes will be scale customisation.

What is **scale customization**?

I. produce any customized design . We are now able to produce a batch of one product , your product, at the same cost and lead time as a batch of many .

___ / 1

11. Marco -economic changes

Factories – the two vital changes that will take place are:

i. will be relocated into our home markets . In the world of scale customization, consumer proximity is the new norm.
--

ii. will be smaller , agile. Scale does not matter anymore, flexibility does. They will be operating on a multi-product, made-to-order basis. The change will be drastic.

___ / 2

12. Globalisation will enter a new era. Match the headings

i. The East-to-West trade	d. regional trade flows
ii. the old model	a. Products Travel the world
iii. The new model	c. Products next to consumer market
iv. Mature economies	b. More employment, productivity & growth

___ / 4

13. What are two of the drawbacks?

i. NOT Automatic Difficulty for mature economies

ii. Teach manufacturing again Workforce will need retraining (any two of these answers)
--

___ / 2

14. China & Brazil?

It's also a chance for developing economies. Of course China and other emerging economies won't be the **factory** of the world anymore. Actually, it was not a **sustainable** model in the long term, as those countries are becoming richer. Last year, it was already as expensive to produce in Brazil as to produce in **France**. By **2018**, manufacturing costs in China will be on par with the US.

___ / 4

14. Summary – overall the fourth revolution.

The new manufacturing revolution will accelerate the transition of those emerging economies towards a model driven by **domestic** consumption. And this is good, because this is where growth will be created. In the next **five** years, the next **billion** consumers in China will inject more growth in our economies than the top **five** European markets together.

___ / 4

15. Multiple choice: the final main point - choose one.

a. Sustainable growth and wealth distribution

B. A better future for manufacturing

C. Employment for our children

D. The only way forward for manufacturing

___ / 1

Overall score: ___ /

The Panama Papers exposed a huge global problem.

What's next? [listening test questions]

Author: Robert Palmer

Date: April 2016

Time: (7:49)

Level: **** [B2/C1]

TED TALKS Link:

https://www.ted.com/talks/robert_palmer_the_panama_papers_exposed_a_huge_global_problem_what_s_next

Check these words before listening:

Key vocabulary

1. Mossack Fonseca (a law firm)
2. Panama / Panamanian
3. Cayman Islands / Delaware
4. Offshore Bank Account
5. Anonymous
6. Secrecy
7. Repercussions
8. Allegations
9. Baffling
10. To disguise
11. An exposé
12. Vulnerable
13. To entrench corruption
14. Tax evasion
15. Money Laundering
16. Instability

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The Panama Papers exposed a huge global problem. What's next?

TED TALK: Robert Palmer [April 2016. 7:49]

1. True / False / Not Given (T/F/NG)

	T / F / NG
a) This is one of the largest data leaks in history.	
b) The 11million documents were mainly emails and messages.	
c) The leak showed how Mossack Fonseca go to lawyers, clients and banks and open up anonymous companies.	
d) Global Witness leaked the data.	

__ / 4

2. Name the three high-profile people connected to the papers.

a)
b)
c)

__ / 3

3. Why should we care? [two reasons]

Because if people hide their money and don't pay taxes this means less money for.....

a)
b)

__ / 2

4. Explain the reference to the Russian Doll.

.....

.....

.....

.....

__ / 2

Who does the Russian Doll scenario create problems for? Name 2 groups.

a)
b)

__ / 2

5. Connection - connect the ideas – [One has been done for you]

Less interest and coverage	Cayman Islands
Prominent Americans	less American clients
Mossack Fonseca	United States
American assets	not connected to scandal.

___ / 3

6. Order events - put events in order as discussed in listening

i. lawyers offer suggestions /ii. ~~shows problem with system~~ / iii. buy house, yacht, jet/
iv. African Minister /v.13 Manhattan law firms /vi. ~~Undercover agent~~ /vii. suspect funds

1	<i>Undercover agent [vi]</i>
2	
3	
4	
5	
6	
7	<i>shows problem with system [ii]</i>

___ / 5

7. What can be done? [Put a suitable word in the space – first letter is provided]

- i. G _____ T _____ in company ownership
- ii. Governments put the issue on the P _____ A _____
- iii. European Union is creating C _____ R _____
- iv. In the US the B _____ L _____ has been introduced

___ / 8

8. The moment of change: what can be done?

i. Ordinary people:

ii. Business leaders:

iii. Political leaders:

___ / 3

9. Conclusion:

___ / 2

Overall Score _____ / 34

The Panama Papers - **ANSWERS**

1. True / False / Not Given (T/F/NG)

a) This is one of the largest data leaks in history. [the largest]	F
b) The 11million documents were mainly emails and messages.	NG
c) The leak showed how Mossack Fonseca go to lawyers, clients and banks and open up anonymous companies. [opposite - lawyers, etc.. go to MF]	F
d) Global Witness leaked the data.	NG

__ / 4

2. Name the three high-profile people connected to the papers.

a) The prime minister of Iceland
b) Bashar Al-Assad Syrian ruler
c) President Vladimir Putin

__ / 3

3. Why should we care? (two reasons)

Because if people hide their money and don't pay taxes this means less money for.....

a) public services / healthcare /
b) education / roads. [any of these and any order]

__ / 2

4. Explain the reference to the Russian Doll.

One company is stacked inside another company, stacked inside another company. Making it impossible to understand who is behind these structures __ / 2

Who does the Russian Doll scenario create problems for? Name 2 groups.

a) law enforcement, tax authorities, ,
b) journalists, civil society [any of these and any order]

__ / 2

5. Connection - connect the ideas – [One has been done for you]

Less interest and coverage	Cayman Islands
Prominent Americans	less American clients
Mossack Fonseca	United States
American assets	not connected to scandal.

__ / 3

6. Order events - put events in order as discussed in listening

1. lawyers offer suggestions 2. shows problem with system 3. buy house, yacht, jet
4. African Minister 5. 13 Manhattan law firms 6. Undercover agent 7. suspect funds

1	<i>Undercover agent [6]</i>
2	13 Manhattan law firms [ii]
3	African Minister [iv]
4	Suspect funds [vii]
5	Buy house, yacht, jet [ii]
6	Lawyers offer suggestions [i]
7	<i>shows problem with system [ii]</i>

__ / 5

7. What can be done? Gap fill

- i. **Greater transparency** in company ownership
- ii. Governments put the issue on the **political agenda**
- iii. European Union is creating **Central Register**
- iv. In the US the **Bipartisan Legislation** has been introduced

__ / 8

8. The moment of change: what can be done?

- i. Ordinary people: **get angry** at how people hide their identity behind secret companies
- ii. Business leaders: to stand up and say **secrecy is not good for business**
- iii. Political leaders: recognise the problem and **change the law**.

__ / 3

9. Conclusion:

Together **we can**¹ end **secrecy**² / **tax evasion**², corruption and **money laundering**².

(Must have 'we can'¹ and one of the 'points'²)

Why work doesn't happen at work

[listening test questions]

Author: Jason Fried

Date: Oct 2010

Time: (15:21)

Location: TED TALKS

Level: ***** [B1/B2]

Link: https://www.ted.com/talks/jason_fried_why_work_doesn_t_happen_at_work

Check these words before listening:

Key vocabulary

1. Non-profit companies / charities
2. Perfectly reasonable
3. Location – porches / deck / basement
4. Cuisinart (google this)
5. A conference call
6. uninterrupted time
7. long stretches
8. To stick around
9. Phenomenon
10. Phase-based, or stage-based
11. To cite
12. Ridiculous
13. Involuntary
14. Poisonous / toxic
15. Spontaneous
16. Productivity
17. To remedy
18. Well-equipped
19. Casual Friday
20. To bother someone
21. Incredibly valuable
22. Erase it
23. To think about laying off a little bit,
24. It'll all pay off in the end

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Why work doesn't happen at work

TED TALK: Jason Fried [Oct 2010. 15:21]

1. Gap fill – [put a suitable word in the space]

What do companies do?

i. they buy or _____ a building
ii. they _____ this space with stuff, such as furniture, computers, software
iii. they expect employees to come to that _____ everyday

___ / 3

2. Terms

Where do people actually get work done?

Place	Examples
1. Place	i. <i>porch</i>
	ii.
	iii.
	iv.
	v.
2. _____	i. <i>train</i>
	ii.
	iii.
3. _____	i. <i>Early in the morning</i>
	ii.
	iii.

___ / 10

3. Short answer

What do people never say when asked where they get work done?

i.

___ / 1

4. Gap fill - [Put a suitable word in the space – first letter is provided]

What's really happening at work?

i. People go to work and they're basically trading in their work day for a series of 'w_____ m_____'.
_____ / 4

ii. You have 15 minutes here, 30 minutes there, then lunch, then a question, then you something else to do. You don't get m_____ work done, you just do t_____.

5. True / false / NG

What's really happening at work?

T/F/NG

g. Creative people need long stretches of uninterrupted time	
h. Some people can be creative in 15 minute slots	
i. A minority of people have long stretches of uninterrupted time	
j. People choose to work at home because of no distractions	
k. Most people don't like to work at weekends	

____ / 5

6. Short answer

How is sleep connected to work?

i.

____ / 1

7. Reasons

What do employers cite as distractions when working from home?

i.	TV
ii.	
iii.	
Managers say:	'If I can't see the person, how _____?'

____ / 3

8 Short Answers

What are the 3 social media sites that bosses / managers say are distracting?

i.	
ii.	
iii.	
Lecturer Says:	'These social media sites are modern day s _____ b _____', [2 points]

___ / 5

9. Short Answers

According to the speaker, the real problems in an office are:

i.	
ii.	

___ / 2

10. Gap Fill

In the opinion of the speaker. What is a manager's job?

i. Managers are basically people whose job is to i _____ people

___ / 1

11. Key terms

In the opinion of the speaker. What 3 negative adjectives does he use to describe meetings?

i.	<i>terrible</i>
ii.	
iii.	

___ / 2

12. Summary Fill in the gaps with a suitable word

So the problem with meetings is that when you call a meeting of 10 people, what are the i. c _____ that those 10 people are ready to stop? Meetings are incredibly expensive to an organisation and generally, one meeting just ii. l _____ to another meeting. Companies think a one-hour meeting is one-hour but if there is ten people a one-hour meeting is actually iii. t _____ hours of iv. p _____ lost.

___ / 4

13. Open answers

What are the three key solutions? Add the examples or development of the idea

Solution	Development / examples
1. No Talk Thursday	i. _____ _____ _____
Quote: Give someone ii. _____ hours of interrupted time, it's the best iii. _____ you can give	
2. iv. _____	<u>Use email / instant messenger / they are distracting at a time of your choice</u>
Quote: 'You can quit the email app; you can't v. _____ your boss'	
3. vi. _____	vii. _____ _____ _____
Quote: 'You'll find that everything will be just viii. _____'	

___ / 8

14. Conclusion – [put a suitable word in the space – the first letter has been provided]

I hope that some of these ideas were at least **p**_____ enough for managers and bosses who are in charge of other people, to think about **l**_____ off a little bit, and giving people more time to get work done. I think it'll all **p**_____ off in the end.

___ / 3

Overall score: ___ / 52

Why work doesn't happen at work **ANSWERS**

1. Gap fill

What do companies do?

i. they buy or rent a building
ii. they fill this space with stuff, such as furniture, computers, software
iii. they expect employees to come to that location everyday

___ / 3

2. Terms

Where do people actually get work done?

Place	Examples
<u>1. Place</u>	i. <i>porch</i>
	ii. the deck
	iii. kitchen
	iv. extra room
	v. The basement / Coffee shop / the library
<u>2. Moving object</u>	i. <i>train</i>
	ii. plane
	iii. car
<u>3. Time</u>	i. <i>Early in the morning</i>
	ii. Late at night
	iii. On / at the weekends

___ / 10

3. Short answer

What do people never say when asked where they get work done?

i. the office

___ / 1

4. Gap fill

What's really happening at work?

i. People go to work and they're basically trading in their work day for a series of 'work moments'.

ii. You have 15 minutes here, 30 minutes there, then lunch, then a question, then you have something else to do. You don't get meaningful work done, you just do tasks.

___ / 4

5. True / false / NG

What's really happening at work?

T/F/NG

l. Creative people need long stretches of uninterrupted time	T
m. Some people can be creative in 15 minute slots	NG
n. A minority of people have long stretches of uninterrupted time [very few people actually get...]	T
o. People choose to work at home because of no distractions	T
p. Most people don't like to work at weekends	NG

___ / 5

6. Short answer

How is sleep connected to work?

i. Sleep and work are phase-based, or stage-based. If interrupted, you don't sleep well.

___ / 1

7. Reasons

What do employers cite as distractions when working from home?

i.	TV
ii.	Go for a walk
iii.	Couch / whatever you want to do
Managers say:	'If I can't see the person, how <u>do I know they are working?</u> '

___ / 3

8 Short Answers

What are the 3 social media sites that bosses / managers say are distracting?

i.	Facebook
ii.	Twitter
iii.	YouTube
Lecturer Says:	'These social media sites are modern day smoke breaks '

[2 points]

___ / 5

9. Short Answers

According to the speaker, the real problems in an office are:

i.	managers
ii.	meetings

___ / 2

10. Gap Fill

In the opinion of the speaker. What is a manager's job?

i.	Managers are basically people whose job is to interrupt people
----	---

___ / 1

11. Key terms

In the opinion of the speaker. What 3 negative adjectives does he use to describe meetings?

i.	<i>terrible</i>
ii.	toxic
iii.	Poisonous

___ / 2

12. Summary Fill in the gaps with a suitable word

So the problem with meetings is that when you call a meeting of 10 people, what are the i. **chances** that those 10 people are ready to stop? Meetings are incredibly expensive to an organisation and generally, one meeting just ii. **leads** into another meeting. Companies think a one-hour meeting is one-hour but if there is ten people a one-hour meeting is actually iii. **10 / ten** hours of iv. **productivity** taken.

___ / 4

13. Open answers

What are the three key solutions? Add the examples or development of the idea

Solution	Development / examples
1. No Talk Thursday	i. First Thursday of every month /just the afternoon / just silence
Quote: Give someone ii. <u>4 / four</u> hours of interrupted time, it's is the best iii. <u>gift</u> you can give	
2. iv. <u>Passive models of communication</u> [must be 'passive models' not email or I.M]	Use email / instant messenger / they are distracting at a time of your choice
Quote: You can quit the email app; you can't v. <u>quit</u> your boss	
3. vi. <u>Cancel the next meeting</u>	vii. Don't move it / erase it from your memory / it's gone
Quote: You'll find that everything will be just viii. <u>fine</u>	

___ / 8

14. Conclusion – gap fill

I hope that some of these ideas were at least provocative enough for managers and bosses who are in charge of other people, to think about laying off a little bit, and giving people more time to get work done. I think it'll all pay off in the end.

___ / 3

Overall score: ___ / 52

Texting is killing language. JK!!

[listening test questions]

Author: John McWhorter

Date: Feb 2013

Time: (13:48)

Level: **** [B1/B2]

TED TALKS Link: http://www.ted.com/talks/john_mcwhorter_txtng_is_killing_language_jk

Check these words before listening:

Key vocabulary

1. A scourge
2. Literacy
3. Miraculous
4. Complexity
5. An artifice
6. Conscious
7. Casual speech / formal speech
8. Unmonitored
9. Telepathic
10. Reflective
11. Bleed between two things (metaphoric)
12. A typewriter
13. Shorthand (a type of writing)
14. Punctuation
15. A bagginess of structure
16. Emergent
17. Subtle
18. Theatrically
19. A substrate
20. Pragmatic
21. Empathy
22. Dissertation
23. Sophisticated
24. TV programmes 'I Love Lucy' / Downton Abbey / The wire
25. Cognitive
26. Bidialectal
27. Bilingual
28. A repertoire

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Texting is killing language. JK!!

TED TALK: John McWhorter [Feb 2013. 13:48]

1. True / False/ Not Given [T/F/NG]

The speaker states...

T/ F / NG

i. Most people think texting is bad English	
ii. Texting is mainly associated with the youth	
iii. Texting is making people become illiterate	
iv. Texting is not complex	
v. Texting is now considered by academics to not be writing at all	

___ / 5

2. Key facts

What are these dates?

150,000 years ago	i. <i>Language existed</i>
80,000 years ago	ii.
24 hours	iii.
11:07	iv.

___ / 3

3. Understanding Examples

What's the reason for the Edward Gibbons example?

___ / 1

4. Summary - [fill in the gaps- first letter given]

Casual speech

Casual speech is different. Linguists have shown that people talk in word i. **p**_____ of between ii. _____ [number] to iii. _____ [number] words. Speech is looser, it's iv. **t**_____ and much less v. **r**_____ than writing. Naturally, we tend to think that language is written, but actually language is vi. **s**_____.

___ / 6

5. Word completion

History – in the past speaking.

i.	In the past speech, when people gave a speech it was like _____
ii.	It was usually _____
iii.	And contained _____

___ / 3

6. Multiple choice

In the past, why was write like speaking difficult? [choose only one]

a	Materials were not appropriate
b	Manual type writers were too slow
c	No one to accept the message speedily
d	All the above

___ / 1

According to the speaker, texting... [choose only one]

a	Has no grammar
b	Has no punctuation
c	Has no structure
d	All the above

___ / 1

According to the speaker, texting is... [choose only one]

a	Fingered talk
b	Fingered speaking
c	Fingered speech
d	All the above

___ / 1

People think texting represents some sort of decline because of... [choose only one]

a	Loose structural properties in writing
b	Specific rules to texting
c	Lack of correct spelling
d	All the above

___ / 1

7. Example: LOL

LOL used to mean	i.
LOL is now being used	ii.
the linguistic term	iii.

___ / 3

8.Example: Slash (/)

Slash used to mean	i.
Slash is now being used as	ii.
Linguistic term	iii.

___ / 3

9. Open answer

What's the point of examples from history (1956 / 1917 / 1871 / 63AD)?

___ / 1

10. Summary – put these key words into the correct place

1. balancing , 2. bidialectal, 3. dialects, 4. linguistic, 5. cognitively, 6. language

So texting is a whole new way of writing that young people are developing. Increasing evidence is that being bilingual is i. _____ beneficial. That's also true of being ii. _____, which is proficient in or using two iii. _____ of the same language. So texting is a iv. _____ act of one way of writing converging with one way of speaking at the same time. It can be described as unconscious expansion of a v. _____ repertoire. Many of us have no idea that a whole new vi. _____ is being developed when we see young people constantly engaged in their smart phones

___ / 6

11. Conclusion

What does he want to do in 2033?

___ / 1

Overall Score: ___ / 36

Texting is killing language. JK!! ANSWERS

1. True / False/ Not Given [T/F/NG]

The speaker states...

T/ F / NG

i. Most people think texting is bad English [we always hear texting is scourge]	T
ii. Texting is mainly associated with the youth [among young adults]	T
iii. Texting is making people become illiterate [people think it creates a decline in literacy]	NG
iv. Texting is not complex [a kind of emergent complexity]	F
v. Texting is now considered by academics to not be writing at all	NG

___ / 5

2. Key facts

What are these dates?

150,000 years ago	i. <i>Language existed</i>
80,000 years ago	ii. speech arose
24 hours	iii. humanity existence on a clock
11:07	iv. writing came along

___ / 3

3. Understanding Examples

What's the reason for the Edward Gibbons example?

To show nobody talks this way – especially casually

___ / 1

4. Summary - [fill in the gaps- first letter given]

Casual speech

Casual speech is different. Linguists have shown that people talk in word i. **packets** of between ii. **seven** to iii. **ten** words. Speech is looser, it's iv. **telepathic** and much less v. **reflective** than writing. Naturally, we tend to think that language is written, but actually language is vi. **speech**.

___ / 6

5. Word completion

History – in the past speaking.

i.	In the past speech, when people gave a speech it was like <u>writing</u>
ii.	It was usually <u>formal</u>
iii.	And contained <u>long sentences</u>

___ / 3

6. Multiple choice

In the past, why was write like speaking difficult? [choose only one]

a	Materials were not appropriate [don't lend themselves to it]
b	Manual type writers were too slow [difficult and can't keep up with pace]
c	No one to accept the message speedily [to receive message quickly]
d	All the above

___ / 1

According to the speaker, texting... [choose only one]

a	Has no grammar [Nor Given]
b	Has no punctuation
c	Has no structure [yes but loose structure]
d	All the above

___ / 1

According to the speaker, texting is... [choose only one]

a	Fingered talk
b	Fingered speaking
c	Fingered speech
d	All the above

___ / 1

People think texting represents some sort of decline because of... [choose only one]

a	Loose structural properties in writing [The bagginess of the structure]
b	Specific rules to texting [no rules]
c	Lack of correct spelling [not given]
d	All the above

___ / 1

7. Example: LOL

LOL used to mean	i. laughing out loud
LOL is now being used	ii. as empathy
the linguistic term	iii. pragmatic particles

___ / 3

8.Example: Slash (/)

Slash used to mean	i. and / also
Slash is now being used as	ii. a change in topic
Linguistic term	iii. a new information marker

___ / 3

9. Open answer

What's the point of examples from history (1956 / 1917 / 1871 / 63AD)?

That people have been worrying about the decline of language for centuries and it's been ok

___ / 1

10. Summary – put these key words into the correct place

1.balancing , 2. bidialectal, 3.dialects, 4.linguistic, 5.cognitively, 6.language

So texting is a whole new way of writing that young people are developing. Increasing evidence is that being bilingual is i. **cognitively [5]** beneficial. That's also true of being ii. **bidialectal [2]**, which is proficient in or using two iii. **dialects [3]** of the same language. So texting is a iv. **balancing [1]** act of one way of writing converging with one way of speaking at the same time. It can be described as unconscious expansion of a v. **linguistic [4]** repertoire. Many of us have no idea that a whole new vi. **language [6]** is being developed when we see young people constantly engaged in their smart phones

___ / 6

11. Conclusion

What does he want to do in 2033?

to show some texts to 16 year girls to see how language has developed since our times. Send them back to here and now and examine the linguistic miracle happening.

[anything around this idea]

___ / 1

Overall Score: ___ / 36

What happens inside those massive warehouses?

[listening test questions]

Author: Mick Mountz

Date: Nov 2011

Time: (12:06)

Level: ***** [B1/B2]

TED TALKS Link:

http://www.ted.com/talks/mick_mountz_the_hidden_world_of_box_packing?language=en

Check these words before listening:

Key vocabulary

1. A breakthrough
2. To pick, pack, ship
3. A package
4. An inventory
5. To assemble
6. A distribution setting / centre
7. Unproductive / unfulfilling
8. A material-handling provider
9. A nagging problem
10. To arrive at a notion
11. Products: Captain Crunch, Mountain dew, diet coke (google these)
12. Shelving
13. The opening ceremony of the Olympics (google this)
14. Peer-to-peer coordination
15. Emergence
16. Stock keeping Units (SKUs) – identification codes
17. To scan a barcode
18. A pod
19. Side-effects
20. Pervasive
21. Parallel processing
22. A conveyor belt
23. An algorithm
24. Valentine's day
25. Thermal map
26. Queuing
27. Idle time
28. Testimonials

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What happens inside those massive warehouses?

TED TALK: Mick Mountz [Oct 2011. 12:06]

1. Short answers

What are the three key terms of settings that the lecture will focus on today?

1	<i>Pick</i>
2	
3	

___ / 2

2. True / False / Not given [T / F / NG]

T / F / NG

i. There are hundreds of robots working in packing warehouses	
ii. The classic pick-pack worker spends 60-80% of their day walking	
iii. The classic pick-pack worker walks 5-10 km a day	
iv. The old traditional model was unproductive	
v. The old model was unsatisfying for workers	
vi. The old method caused workers to become tired and ill	

___ / 6

3. Key information

The Example;

Company name	i. <i>Webvan</i>
Service	ii.
Product	iii.
Problem	iv.
Outcome	v.

___ / 4

4. Open answer

What was the speakers vision? [finish off this sentence...]

We I need is a system where I put out my hand and _____

___ / 2

5. Key information

Hypothetical China example:

What would be built? (include size)	i.
What type of market?	ii. <i>Low cost</i>
What type of Labour?	iii.
The cost of labour...	iv.
The number of workers...	v.
The main idea is...	vi.

___ / 5

6. Key information

The Beijing Olympics:

Inspired the idea of	i.
Robots	ii. <i>mobile robots that move inventory around</i>
Key terms:	iii.
The power of emergence systems is	iv.

___ / 3

7. Multiple choice

The logistics of the Pick, pack, ship centre.

The pickers life is totally different because... [choose only one]

a	robots bring products to pickers
b	pick workers are in the centre of the warehouse
c	the pickers control the robots
d	All the above

___ / 1

What has changed? [choose only one]

a	Less walking
b	Less searching for products
c	Less waiting around
d	All the above

___ / 1

Productivity is now better because... [choose only one]

a	more accurate
b	robots are self-aware
c	robots don't make mistakes
d	All the above

___ / 1

The approach – cross fertilization of ideas [choose only one]

a	has created a conveyor system
b	has changed the impact of productivity
c	is using 10 workers not nine
d	All the above

___ / 1

8. Summary – [fill in the gaps]

The diagnostics of the warehouse

The warehouse utilizes parallel processing supercomputer architectures to i. **t**_____ the popularity of products and using dynamic and adaptive ii. **a**_____ to efficiently control the warehouse. For example, for valentine's day all products connected to this day are moved to the iii. **F**_____ of the warehouse a iv. **w**_____ before, which improves packing times. Two days after valentine's day the products have drifted to the v. **b**_____ of the warehouse. One effect of this approach is that it can pick and pack any sized item and service 2 pick stations up to vi. _____ [a number] stations.

___ / 6

9. Matching

The process [use arrows to match the endings]

Inventory	i. gets into a queuing system
The software	ii. receive more pods
The pod	iii. scans and puts in bucket
The systems adapts the pods	iv. moves along the highway
The faster pickers	v. understands what's going on at the pick stations
The picker	vi. to the speed of the workers

___ / 5

10. Word completion

What are key changes for pickers? [use only one word]

i.	Never has idle time
ii.	Never has to leave their _____
iii.	More accurate
iv.	More _____
v.	More _____

___ / 3

11. Open answer

Testimonials – write one positive point form workers

___ / 1

12. Conclusion

What question should you ask?

___ / 1

Overall score: ___ / 42

What happens inside those massive warehouses? **ANSWERS**

TED TALK: Mick Mountz [Oct 2011. 12:06]

1. Short answers

What are the three key terms of settings that the lecture will focus on today?

1	Pick
2	Pack
3	Ship

___ / 2

2. True / False / Not given [T / F / NG]

	T / F / NG
i. There are hundreds of robots working in packing warehouses [thousands]	F
ii. The classic pick-pack worker spends 60-80% of their day walking [60-70]	F
iii. The classic pick-pack worker walks 5-10 km a day [miles]	F
iv. The old traditional model was unproductive	T
v. The old model was unsatisfying for workers [unfulfilling]	T
vi. The old method caused workers to become tired and ill	NG

___ / 6

3. Key information

The Example;

Company name	i. <i>Webvan</i>
Service	ii. online delivery service
Product	iii. groceries
Problem	iv. not cost effective
Outcome	v. went out of business / bankrupt

___ / 4

4. Open answer

What was the speakers vision? [finish off this sentence...]

<p>We I need is a system where I put out my hand and _____ the product shows up and pack it into the order.</p> <p>[2 points = 1 for shows up / 1 for pack it]</p>

___ / 2

5. Key information

Hypothetical China example:

What would be built? (include size)	i. Million square foot distribution centre
What type of market?	ii. <i>Low cost</i>
What type of Labour?	iii. Cheap
The cost of labour...	iv. zero \$ an hour
The number of workers...	v. 10,000
The main idea is...	vi. each worker has one item and when called comes to the packer.

___ / 5

6. Key information

The Beijing Olympics:

Inspired the idea of	i. mobile shelving
Robots	ii. <i>mobile robots that move inventory around</i>
Key terms:	iii. Peer-to-peer coordination and communication
The power of emergence systems is	iv. Things talk / speak to each other

___ / 3

7. Multiple choice

The logistics of the pick, pack, ship centre.

The pickers life is totally different because...

a	<u>Robots bring products to pickers</u>
b	Pick workers are in the centre of the warehouse
c	Pickers control the robots
d	All the above

___ / 1

What has changed?

a	Less walking
b	Less searching for products
c	Less waiting around
d	<u>All the above</u>

___ / 1

Productivity is now better because...

a	<u>More accurate</u>
b	Robots are self-aware
c	Robots don't make mistakes
d	All the above

___ / 1

The approach – cross fertilization of ideas

a	Has created a conveyor system
b	<u>Has changed the impact of productivity</u>
c	Is using 10 workers not nine
d	All the above

___ / 1

8. Summary – [fill in the gaps]

The diagnostics of the warehouse

The warehouse utilizes parallel processing supercomputer architectures to i. **track** the popularity of products and using dynamic and adaptive ii. **algorithms** to efficiently control the warehouse. For example, for valentine's day all products connected to this day are moved to the iii. **front** of the warehouse a iv. **week** before, which improves packing times. Two days after valentine's day the products have drifted to the v. **back** of the warehouse. One effect of this approach is that it can pick and pack any sized item and service 2 pick stations up to vi. **200** stations.

___ / 6

9. Matching

The process

Inventory	i. gets into a queuing system
The software	ii. receive more pods
The pod	iii. scans and puts in bucket
The systems adapts the pods	iv. moves along the highway
The faster pickers	v. understands what's going on at the pick stations
The picker	vi. to the speed of the workers

___ / 5

10. Sentence completion

What are key changes for pickers

i.	Never has idle time
ii.	Never has to leave mat
iii.	More accurate
iv.	More productive
v.	More fulfilling

___ / 4

11. Open answer

Testimonials – write one positive point form workers

Workers now compete to work in the Kiva zone / Workers have more energy / more time for family / Kiva zone is stress free [any of these]

___ / 1

12. Conclusion

What question should you ask?

Did a robot assist in the picking and packing of that order?

___ / 1

Overall score: ___ /