Academic English UK
www.academic-englishuk.com

# Taking trash talk to a whole new level

[listening comprehension questions]

**Speaker:** Peter Harris
**Date:** September 2015
**Time:** 9.55
**Location:** TED TALKS
**Level:** ** **** [B1/B2/C1]

**Link:** https://www.ted.com/talks/peter_harris_taking_trash_talk_to_a_whole_new_level

## Key vocabulary

1. To decompose
2. [redacted]
3. Organic waste
4. To float
5. Atmosphere
6. [redacted]
7. Greenhouse gas
8. Carbon dioxide
9. [redacted]
10. Agriculture
11. [redacted]
12. Linear economy
13. Circular economy
14. [redacted]
15. Emissions
16. Natural gas
17. [redacted]
18. Renewable energy
19. [redacted]
20. Battery
21. Electrification
22. [redacted]
23. Logistics
24. [redacted]
25. [redacted]

# 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 Test 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)

# Taking trash talk to a whole new level

[Peter Harris September 2015]
https://www.ted.com/talks/peter_harris_taking_trash_talk_to_a_whole_new_level

## Introduction

1. Why did [redacted] the rice?

## Background

2. How much food is wasted in the supply chain globally?

3. What is the [redacted] waste?

4. What does the lecturer want to do about this problem?

## Theory

5. What is the [redacted]?

6. What extra step does the circular economy contain?

7. What is [redacted] that the lecturer discusses?

8. What is renewable natural gas?

9. What can renewable natural [redacted]?

**Practical Application**

10. How is this process [redacted]?

11. How could [redacted] lecturer?

12. Why [redacted] this type of vehicle?

13. What makes using renewable natural gas so cost effective in this type of vehicle?

14. If we were able to power all the aforementioned vehicles using renewable natural gas, how [redacted] would we save?

**Challenges**

15. What is the main challenge?

16. What does the [redacted]?

**Critical thinking?** *What do you think about this lecture? Do you agree with the speaker on his ideas? What don't you agree with? What else do you think? How do you feel about the circular economy? Could it help solve climate change? What other industries could the circular economy apply to? Is there anything in the lecture you question? Anything else?*

# Taking trash talk to a whole new level ANSWERS

[Peter Harris September 2015]
https://www.ted.com/talks/peter_harris_taking_trash_talk_to_a_whole_new_level

## Introduction

1. Why did he start by telling the story about the rice?
   *He wanted to show how he became interested in this idea.*

## Background

2. How much food is wasted in the supply chain globally?
   *2 billion tonnes.*

**ALL ANSWERS INCLUDED IN PAID VERSION…**