
Tough truths about plastic pollution

[listening test questions]

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Date: April 2010

Time: (5:18)

Level: **** [B1/B2]

TED TALK Link:

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

Check these words before listening:

Key vocabulary

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

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Student

TED Talks Comprehension Questions [6 minutes]

Time: *Approximately 60 minutes*

1. Read the title

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

Try to listen ONLY two times

Three types of lesson

Lesson#1: [hard]

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

Lesson #2: [medium]

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

Lesson #3: [easier]

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

Teacher

TED Talks Comprehension Questions [6 minutes]

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

Lesson Time: 60 minutes

Lesson Plan

1. Lead in

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

Three types of lesson

Lesson#1: [hard]

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

Lesson #2: [medium]

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

Lesson #3: [easy]

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

Tough truths about plastic pollution

Dianna Cohen [Apr 2010 – 5:18]

1. Short answer questions

i. What's her profession?

1	
2	

___ / 2

ii. What does she use plastic bags for?

___ / 1

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

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

___ / 4

3. Multiple choice – choose only one

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

___ / 1

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

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

___ / 4

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

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

___ / 5

6. Solutions

i. What are the four R's

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

___ / 3

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

1	
2	

___ / 2

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

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

___ / 4

Overall score ___ / 26

Tough truths about plastic pollution **ANSWERS**

Dianna Cohen [Apr 2010 – 5:18]

1. Short answer questions

i. What's her profession?

1	Visual artist
2	Co-founder of Plastic Pollution coalition

___ / 2

ii. What does she use plastic bags for?

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

___ / 1

2. Matching – match the endings

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

___ / 4

3. Multiple choice – choose only one

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

___ / 1

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

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

___ / 4

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

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

___ / 5

6. Solutions

- i. What are the four R's

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

___ / 3

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

1	Stainless steel
2	Glass (Pyrex)

___ / 2

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

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

___ / 4

Overall score ___ / 26