TED Talk Listening Comprehension Sheets

Contents:

4. Environment: 10 ways the world could end. [2002. 29:42] **** [C1]

Levels:

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

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Student

TED Talks comprehension questions

Time: Approximately 1 hour

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 15-20 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. 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. 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 10min + lecture, to take notes and then use those notes to answer a range of open comprehension questions types.

Lesson Time: Approximately 1 hour + 20 minutes Critical thinking

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).
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 up to 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)
Behind the great firewall of China

[listening comprehension questions]

Author: Michael Anti
Date: Jun 2012
Time: (18:51)
Location: TED TALKS
Level: **** [B2/C1]

Link: http://www.ted.com/talks/michael_anti_behind_the_great_firewall_of_china

Check these words before listening:

**Key vocabulary**
1. BRIC - Brazil, Russia, India and China
2. SICK - Syria, Iran, China and North Korea.
3. Game of Thrones (TV Series) (google it)
4. Invaders
5. A dead land / a wasteland
6. Censorship
7. Netizen
8. Baidu / Weibo / Renren / Youku or Tudou
9. A copycat
10. Block and clone
11. A server (Internet)
12. Tunisia (Country) Tunisian
13. A public Sphere
14. Wenzhou (a city in China)
15. Criticism
16. An embassy
17. Shakespeare – Hamlet
18. Microblog / micro-blogger
19. An online petition
20. Chinese president – Hu Jintao / Chongqing (Chinese city)
21. A threat
22. A regime
23. A scenario
24. To bribe
25. To purge
26. A privilege
27. A mind-set
28. Different fractions

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Behind the great firewall of China
TED TALK: Michael Anti [Jun 2012. 18:51]

Explain what you understand

1) What’s BRIC and SICK?

2) How does the great Wall connect to modern technology?

3) Why is Chinese Internet booming even with such control and censorship?

4) Why have Arab countries been toppled when they prevented Internet access?

5) What 2 examples does he use to support his views of micro-bloggers strength and changes in freedom of speech?

6) What’s significant of the Chinese Language in respect to Tweeting?
7) What is social networking changing in Chinese life?

8) How are the micro-bloggers avoiding using ‘sensitive’ words?

9) Is Weibo a threat to the Chinese government?

10) What is the problem between local governments and central government?

11) What’s the overall summary?

12) Critical Thinking: What did you think of this lecture? Do you agree with the ideas? What will happen in the future? Will the Chinese become more democratic? Will freedom of speech become a birthright? Should governments control its people through fear and domination? Should some content be restricted? What do you think?
Behind the great firewall ANSWERS

1) What’s BRIC and what’s SICK?
Intro
Chinese Internet. / China is complicated. / not a one sided story.
[+] China is a BRIC country. BRIC country means Brazil, Russia, India and China - helping the revival of the world economy.
[-] China is a SICK country, the terminology coined by Facebook, - Iran, China and North Korea / no access to Facebook.

2) How does the great Wall connect to modern technology?
The wall
China and Chinese Internet / the wall / Game of Thrones = important a big wall is for an old kingdom. It prevents weird things from the north.
The great wall, ‘Chang Cheng.’ It protected China from invaders for 2,000 years. China also has a great firewall = biggest digital boundary in world / defend the Chinese regime from overseas, from the universal values, but prevents citizens access to separate themselves into blocks, not united.

3) Why is Chinese Internet booming even with such control and censorship?
The Internet
Two Internets. 1) the Internet, 2) the Chinanet.
500 million Internet users / biggest population of Netizens /although censored Internet = internet society booming.
The Chinese government blocked every single international Web 2.0 service, and we Chinese copycat every one.

4) Why have Arab countries been toppled when they prevented Internet access?
Chinese Policy
Smart censorship / Chinese national Internet policy is very simple / Block and clone. Control of server in Beijing - can access the data any time they want.
Other Arab governments who have tried to prevent access have been toppled (ex. Mubarak / Ben Ali) because they have tried to deny internet access rather than control of server.

5) What 2 examples does he use to support his views of micro-bloggers strength and changes in freedom of speech?
Social media and micro-bloggers
Social media is problem for officials – micro-bloggers are strong. A change in Chinese history.
Ex. 07/2011, train crashes in Wenzhou / authorities tried a cover up / 10 million criticisms of the posting on social media, - the rail minister was sacked and sentenced to jail for 10 years / never happened before.

Ex. And also, Beijing Environment Ministry and the American Embassy over air quality data of Beijing. 99 percent of Chinese micro-bloggers on the Embassy's side.

6) What’s significant of the Chinese Language in respect to Tweeting?

Language:
Why is Chinese social networking, booming? = Chinese languages.
140 characters, a paragraph, a story. One Chinese tweet = 3.5 English tweets. Chinese is always cheating, right? Microblogging is a media, not a headline.

Twitter
"Weibo" translation for "microblog more like Facebook, rather than the original Twitter.

7) What is social networking changing in Chinese life?

Change
Social media changing Chinese mindsets and Chinese life. the voiceless / people a remedy outside the judicial system. In the past people tried to revolt but put in prison now “Weibo” to petition

Popular Micro-blogger
Yao Chen, she is the most popular micro-blogger / 21 million followers. Discusses sad stories and keeps 300 million people every day chatting together, talking together / even in censorship.

8) How are the micro-bloggers avoiding using ‘sensitive’ words?

Censorship
Sensitive words on Weibo. Ex. the president, Hu Jintao / city of Chongqing / you can’t search the surname of top leaders. So, puns and alternative wording and even memes. Weird phrases and words... that the micro-bloggers use are unknown to authorities.

9) Is Weibo a threat to the Chinese government?

Control
Weibo convinced the Chinese government not a threat to the regime. Ex. posts "get together" or "meet up" or "walk," automatically recorded / data mined and reported for further political analyzing. So the crackdown is very serious.

10) What is the problem between local governments and central government?

Change in local government:
Local governments do not always talk to central government
Past three years, micro-blogging social movement changed local government, / more transparent, because they can’t access the data. The server is in Beijing. The train crash
example, why the Chinese central government allowed the five days of freedom of speech online?? It's never happened before. Perhaps, top leaders wanted a reason to sack the minister

Rumors – be careful
Fine to tweet about - Bo Xilai (princeling). Dare to retweet or mention any fake coup about Beijing, you definitely will be arrested. So this kind of freedom is a targeted and precise window.

Technology
Technology is very new, but technically is very old / made famous by Chairman Mao, Mao Zedong, who mobilized millions of Chinese people in the Cultural Revolution to destroy every local government / Chinese central government doesn't lead the public opinion - give them a target window to not censor people. Not censoring in China has become a political tool.

11) What’s the overall summary?

Summary
A national public sphere for people to, it's like a training of their citizenship, preparing for future democracy.
But it didn't change the Chinese political system, and also the Chinese central government utilized this centralized server structure to strengthen its power to counter the local government and the different factions.
What happens inside those massive warehouses?

[listening comprehension questions]

Author: Mick Mountz
Date: Nov 2011
Time: (12:06)
Level: *** [B2/C1]

TED TALKS Link:

Check these words before listening:

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

Explain what you understand

1. What’s the problem with conventional pick packeting?

2. What was the problem with WebVan?

3. What was his vision from China? (2)

4. Describe the new innovation

5. What are the side effects of the new solution?

6. What was the example of Valentine’s day for?

7. The example of a toilet break

8. Describe how the workers feel and the benefits of this innovation?

9. Summary

Critical thinking – What do you think of this new innovation? What are the negatives of such an innovation (think about the workers, local economy, investment, job satisfaction etc..)? What are the positives of this type of innovation for the future? Anything else that is important?
What happens inside those massive warehouses? **ANSWERS**

1. **What’s the problem with conventional pick packetting?**
   60 – 70% unproductive

2. **What was the problem with WebVan?**
   Unprofitable

3. **What was his vision from China? (2)**
   Low cost labour market / Beijing Olympics – people working together

4. **Describe the new innovation**
   Pick workers stay on the perimeter Pick station > product comes to her > reach in > scan barcode

5. **What are the side effects of the new solution?**
   DC becomes massively parallel processing engine
   Across fertilization / 10 workers = independent

6. **What was the example of Valentine’s Day for?**
   The stock moves around the warehouse floor and the valentine items come to the front

7. **The example of a toilet break**
   No impact on the process – unlike conventional system that stops the line (conveyor belt)

8. **Describe how the workers feel**
   More energy / more time to spend with grandchildren / stress-free

9. **Summary**
   The next time you receive an online product ask whether it was packed by a robot
Why work doesn’t happen at work
[listening comprehension 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]

Explain what you understand

1. Main idea?

2. 3 places say where they go to get work done?
   i)
   ii)
   iii)

3. The main reason work doesn’t happen at work

4. The 2 reasons why managers say working at home is bad. What’s the counter-argument?
   i)
   ii)

5. What is the reference to ‘m & m’s’? What is the problem with a ten person meeting?

6. The 3 suggestions
   i)
   ii)
   iii)

Critical thinking?? What do you think about this lecture? Do you agree that work doesn’t happen at work? Would you work better at home? Do you agree with the reasons? What are the important points for working in an office? Will work philosophy change in the future? Anything else?
**Why work doesn’t happen at work ANSWERS**

1. Main idea?
   Why work doesn’t seem to get work done at the office. Companies rent office, payout for furniture / software / make everyone come to the at location but full of distractions.

2. Three places where people say they go to get work done?
   1. Place (porch / deck / kitchen / extra room / basement / coffee shop / library)
   2. moving object (train / plane / car)
   3. time (early morning / late in evening / weekends)

3. The main reason work doesn’t happen at work
   **Distractions:** In office - Trading ‘work moments’ 15 minutes here / 30 minutes there
   Creative people (designers/programmers / writers) need long stretches of uninterrupted time
   Ever had 8 hours to yourself? 5, 3, 4?
   Sleep example; (once woken difficult to get back to where you were in your sleep)

4. The 2 reasons why managers say working at home is bad. What’s the argument against this?
   Home Interruptions are TV / go for a walk / couch / fridge
   Managers say ‘too many distractions at home and if I can’t see them how do I know work is being done’.
   **Argument** – these are ‘voluntary distractions’ at home but in the office are involuntary

   Extra point: Managers and bosses say social media (Facebook, Twitter, You Tube) are the real distractions and ban them – However, like smoking breaks

5. What is the reference to ‘m & m’s’? What’s the problem with 10 people meetings?
   1. **Managers and meetings** = real problem
   2. Manager’s job is to interrupt people / meetings are incredible toxic
   3. Problems: are 10 people ready to stop? What if you’re thinking / working on something important??
   4. 1-hour meeting = 10 people = a 10-hour meeting (10 hours of productivity lost)

6. Suggestions
   1) No talk day (e.g; Thursday afternoon).
   2) Change modes of communication (email / I.M) the difference is that you choose when to answer it, unlike a tap on the shoulder.
   3) Cancel your meeting completely.

It will pay off in the end
10 ways the world could end
[listening comprehension questions]

Author: Stephen Petranek
Date: Feb 2002
Time: (29:42)
Level: ***** [C1]

TED TALKS Link:
https://www.ted.com/talks/stephen_petranek_counts_down_to_armageddon

Check these words before listening:

<table>
<thead>
<tr>
<th>Key Vocabulary</th>
<th></th>
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<tbody>
<tr>
<td>1. Astronomy, cosmology</td>
<td>29. Particle accelerator</td>
</tr>
<tr>
<td>2. Extraordinary</td>
<td>30. TED Kaczynski (google this)</td>
</tr>
<tr>
<td>3. A black hole</td>
<td>31. Collider Experiment CERN (google)</td>
</tr>
<tr>
<td>5. Perceptions</td>
<td>33. Physicists</td>
</tr>
<tr>
<td>6. September 11th</td>
<td>34. Diminished</td>
</tr>
<tr>
<td>7. Neuroscientist</td>
<td>35. Earth’s Electromagnetic force</td>
</tr>
<tr>
<td>9. Calamities</td>
<td>37. Genetically altered (Corn)</td>
</tr>
<tr>
<td>10. Fascinating</td>
<td>38. Scepticism</td>
</tr>
<tr>
<td>11. Epidemic</td>
<td>39. Scrutiny</td>
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<tr>
<td>12. Mental illness</td>
<td>40. Repair and replenish</td>
</tr>
<tr>
<td>13. Clinically depressed</td>
<td>41. A solar flare</td>
</tr>
<tr>
<td>14. To commit suicide</td>
<td>42. Terraforming Mars</td>
</tr>
<tr>
<td>15. Depression</td>
<td>43. The Middle Ages</td>
</tr>
<tr>
<td>16. Psychiatrist / psychologist</td>
<td>44. The bubonic plague / AIDS / Ebola</td>
</tr>
<tr>
<td>17. psychoactive drugs</td>
<td>45. Antibiotics</td>
</tr>
<tr>
<td>18. The Milky way</td>
<td>46. A germ / to mutate</td>
</tr>
<tr>
<td>19. Telescope</td>
<td>47. Extinction</td>
</tr>
<tr>
<td>20. Pompeii (google this)</td>
<td>48. A virulent disease / contagious</td>
</tr>
<tr>
<td>21. Hydrogen</td>
<td>49. Anthrax</td>
</tr>
<tr>
<td>22. Primitive</td>
<td>50. Elliptical / circular</td>
</tr>
<tr>
<td>23. Anticipation</td>
<td>51. An asteroid / a comet</td>
</tr>
<tr>
<td>24. To colonise</td>
<td>52. Hiroshima bomb (google this)</td>
</tr>
<tr>
<td>25. Oceanographer</td>
<td>53. Kuiper Belt (Saturn) (google this)</td>
</tr>
<tr>
<td>26. Ecosystems</td>
<td>54. Observatory /rendezvous</td>
</tr>
<tr>
<td>27. Biodiversity</td>
<td>55. A trajectory</td>
</tr>
<tr>
<td>28. Logging in the Amazon</td>
<td>56. To be caught flat-footed</td>
</tr>
</tbody>
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Take notes on each problem and possible solution.

**Number 10**

Problem:

One out of _____ are C_____________ De______________

Solution:

**Number 9**

Problem:

Gerald O’Neil states that advanced civilizations have......

Solution:

**Number 8**

Problem:

Journal of Science has discovered that..............

Solution:

What is the example of Newfoundland?
Number 7

Problem:

What do most Physicists say?

Solution:

Number 6

Problem:

What is the example of Mexico?

Solution:

Number 5

Problem:

How will this destroy us?

Solution / What is the problem with this solution?

Number 4

Problem:

What have astronomers discovered?

Solution: / How long will it take to apply the solution to Mars?
Number 3

Problem:

What examples does he give to support his view?

Solution:

Number 2

Problem:

How is it created?

Solution:

Number 1

Problem:

What happened in 1908 and 1989? / What is the example for Dinosaur extinction?

Solution:

What’s the connection with plane flights?

Conclusion
S__________ has the power to p________ the future in many cases n_________.
Knowledge is p___________

Critical thinking – what do you think about this video? Are these ideas credible? Should we be taking action? What about colonizing other planets is this real? Shouldn’t we be taking more care of this planet?
Ten ways the world could end ANSWERS

Astronomy, cosmology, and biology, - advance last ten years, extraordinary —
costs to defend our security, and whatever it costs to defend our freedom, we must pay it.”
2 trillion dollars to protect us from terrorists next year, a 2 trillion dollar federal budget—
but terrorists aren’t the only threat we face.
10 billion dollars from that 2.13 trillion dollar budget.

Number 10: We lose the will to survive (depression).
Modern medicine, healthier than 20 years ago— but mentally, we’re falling apart. The
World Health Organization one out of five people = clinically depressed / biggest epidemic
that humankind has ever faced.
Now the problem with all of this getting older is that people over 65 are the most likely
people to commit suicide.

Solutions:
-Give us insurance for mental health
-Advanced psychoactive drugs”)

Number 9: Aliens

An industrial civilization for 200 years, there’s a likelihood that we will confront a civilization
that is more intelligent than our own.
(the) late physicist Gerard O’Neill said “Advanced western civilization has had a destructive
effect on all primitive civilizations it has come in contact with, even in those cases where
every attempt was made to protect and guard the primitive civilization.” If the aliens come
visiting, we’re the primitive civilization.

Solutions:
-Get the State Department working on a plan to meet, greet, and negotiate with an
advanced species
-Become an outward-looking, space-faring nation”)
Secondly, develop the idea that the Earth doesn’t last forever, our sun doesn’t last forever
— If we want humanity to last forever, we have to colonize the Milky Way. And that is not
something that is beyond comprehension at this point.

Number 8: The Ecosystem Collapses

Last July, in Science, the journal Science, 19 oceanographers published a very unusual article
— oceans near collapse. Many other ecosystems on Earth are in real, real danger. We’re
living in a time of mass extinctions that exceeds the fossil record by a factor of 10,000. We
have lost 25% of the unique species in Hawaii in the last 20 years, California is expected to
lose 25% of its species in the next 40 years.
Solutions:
- Spend more money modeling ecosystems
- Create huge biodiversity reserves

There is some modeling of ecosystems going on now. The problem with ecosystems is that we understand them so poorly, that we don’t know they’re really in trouble, until it’s almost too late. National Science Foundation to say this is the most important thing. Secondly, we need to create huge bio-diversity reserves on the planet, and start moving them around, an experiment for the last four or five years the Grand Banks off of Newfoundland. It’s a no take fishing zone for a radius of 200 miles. Amazing almost all the fish have come back, and they’re reproducing like crazy. We’re going to have to start doing this around the globe. We’re gonna have to have no take zones. We’re gonna have to say no more logging in the Amazon for 20 years.

**Number 7: Particle Accelerator Mishap**

Particle accelerator mishap to create little tiny black holes. next summer at Cern — have the possibility of creating something called strangelets, which are kind of like anti-matter whenever they hit other matter they destroy it, and obliterate it. Most physicists say that the accelerators we have now are not really powerful enough to create black holes and strangelets.

**Solutions:**
- Create an independent board of scientists to oversee accelerator experiments
- Study natural high-energy physics first

**Number 6: Biotech Disaster.**

BT corn is a corn that creates its own pesticide to kill a corn-borer. You may of heard of it — heard it called Starling, only be feed for animals in the United States, and it got into the human food supply, and somebody should’ve figured out that it would get in the human food supply very easily. In Mexico, where BT corn and all genetically altered corn is totally illegal, they found BT corn genes in wild corn plants. Now corn originated, we think, in Mexico. This is the genetic bio-diversity storehouse of corn. This brings back a skepticism that has gone away recently, that superweeds and superpests could spread around the world from biotechnology, that literally could destroy the world’s food supply in very short order.

**Solution:**
- Treat biotechnology with the same security scrutiny we apply to nuclear engineering

**Number 5: Reversal of the Earth’s Magnetic Field**

Reversal of the Earth’s magnetic field. Believe it or not, this happens every few hundred thousand years, and has happened many times in our history. Lose magnetic field around the Earth over the period of about 100 years, and all these cosmic rays and particles that are to come streaming at us from the sun, that this field protects us from - too hot to live.
Solution:

- Replenish Earth’s ozone layer

One of the problems of trying to figure out how healthy the Earth is, is that we have — you know, we don’t have good weather data from 60 years ago, much less data on our — things like the ozone layer.

- We need to learn how to repair and replenish the Earth’s ozone layer.

Number 4: Giant solar flares

Solar flares are enormous magnetic outbursts from the sun that bombard the Earth with high speed subatomic particles. So far our atmosphere has done — and our magnetic field has done — pretty well protecting us from this. Astronomers have recently been studying stars that are similar to our sun, and they’ve found that a number of them, when they’re about the age of our sun, brighten, by a factor of as much as 20.

Solution:

- Start terraforming Mars now. This is one of my favorite subjects, I wrote a story about this in Life magazine in 1993. This is rocket science, but it’s not hard rocket science. Everything that we need to make an atmosphere on Mars, and to make a livable planet on Mars, is probably there. And you just, literally, have to send little nuclear factories up there that gobble up the iron oxide on the surface of Mars and spit out the oxygen. The problem is it takes 300 years to terraform Mars, minimum. Really more like 500 years to do it right. There’s no reason why we shouldn’t start now.

Number 3: A New Global Epidemic [example influenza epidemic]

A new global epidemic. In 1918, we had a flu epidemic in the United States that killed 20 million people. That was back when the population was around 100 million people. The bubonic plague in Europe, in the Middle Ages, killed one out of four Europeans. AIDS is coming back, ebola seems to be rearing its head with much too much frequency, and old diseases like cholera are becoming resistant to antibiotics. Staph example... About 12,000 years ago, there was a massive wave of mammal extinctions in the Americas, and that is thought to have been a virulent disease.

Solutions:

- Outlaw antibiotics for farm animals and farmed fish
- Get serious about our public health system

It is nuts. We give antibiotics to domestic animals which is creating germs to develop resistance — this has to stop — be outlawed. Secondly, our public health system, is not prepared to cope with it. Now there is money in the federal budget, next year, to build up the public health service. But I don’t think to any extent that it really needs to be done.
Number 2: a Rogue Black Hole

Our comprehension of the way the universe works has increased. 10 million dead stars in the Milky Way alone — our galaxy. And these stars have compressed down to maybe something like 12, 15 miles wide, and they are black holes, and they are gobbling up everything around them, including light, which is why we can’t see them.

Solution:
- Hurry up that search for another earth-like planet
- I don’t have a good answer for this one. Again, being a colonizing race.

Number 1: Asteroid hits Earth

The important thing to remember here — this is not a question of if, this is a question of when, and how big. In 1908, a — just a 200 foot piece of a comet — exploded over Siberia and flattened forests for maybe a hundred miles. It had the effect of about 1,000 Hiroshima bombs. In 1989, a large asteroid passed 400,000 miles away from Earth. Nothing to worry about, right? It passed directly through Earth’s orbit. We were in that spot six hours earlier. An asteroid five miles wide causes major extinctions — we think the one that got the dinosaurs was about five miles wide.

Chances of dying from selected causes in the United States
Motor Vehicle accident: 1 in 100 / Homicide: 1 in 300 / Fire: 1 in 800 / Firearms accidents: 1 in 2,500 / Electrocution: 1 in 5,000
Asteroid/Comet impact: 1 in 20,000 / Passenger aircraft crash: 1 in 20,000
Flood: 1 in 30,000 / Tornado: 1 in 60,000

Solutions:
- Increase NASA’s search for asteroids with our name on them
- Understand how to blow up an asteroid or alter its trajectory

NASA’s spending 3 million dollars a year = not enough. We really need a dedicated observatory. You’ll notice that a lot of comets are named after people you never heard of — amateur astronomers? That’s because no one’s looking for them, except amateurs. We need a dedicated observatory that looks for comets.

Land on these asteroids that have our name on them and put something like a small ion propulsion motor on it, which would gently, slowly, after a period of time, push it into a different trajectory, which, if we’ve done our maths right, would keep it from hitting Earth.

Science has the power to predict the future in many cases now. Knowledge is power.
Navigating our global future
[listening comprehension questions]

Author: Ian Goldin
Date: Jul 2009
Time: (7:06)
Location: TED TALKS
Level: ***** [C1/C2]

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

Check these words before listening:

**Key vocabulary**

1. CIA / MI6
2. IMF International Monetary Fund / BIS Bank for International Settlements
3. Urbanisation
4. Renaissance
5. The Stone Age
6. Illiteracy
7. Achilles’ heel
8. Fragility
9. A systematic shock
10. Virulent
11. Apollo Space Mission
12. Nano-replica / a dust mite
13. Regenerative medicine
14. Eugenics
15. Population pyramids / population coffins
16. A redundant concept
17. A wheelchair
18. Xenophobic
19. Biodiversity
20. pandemics
21. bio-pathogen
22. Fossilized
23. Collective wisdom
24. Eco-disaster / eco-collapse
25. Nelson Mandela

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Navigating our global future
TED TALK: Ian Goldin [Jul 2009.7:06]

Explain what you understand

1. What is the future?

2. The best minds and the best institutions ...

3. IMF, BIS, The financial stability Forum, 30,000 economists

4. Life expectancy:

5. World population:

6. Illiteracy:

7. The two Achilles” heels
   i)_____________________________ ii)____________________

8. Examples of fragility

9. Medicine + reference to Olympics
10. Genetics + reference to mouse + negatives

11. Population pyramids to populations coffins / population skyscrapers

12. Migration

13. New awareness

14. Speaker’s reference to ‘the glory of globalization / best century ever’

15. Individual power in 2030

16. Governance fossilized

17. Nelson Mandela

18. Computing 2030

19. Mobile phones in 2030

Critical thinking – Do you agree with the lecture? Which parts do you disagree with and why? Is the world as fragile as stated? What do you think about the point on future medicine and who will benefit from it? Is it possible to develop a greater awareness of the future problems now and innovate? Will collective wisdom be the solution? Anything else?
Navigating our global future **ANSWERS**

1. **What is the future?** Very unpredictable.
2. **The best minds and the best institutions...**
   Get it wrong.
3. **IMF, BIS, The financial stability Forum, 30,000 economists**
   Failed to predict the financial crisis
4. **Life expectancy:** up by 25 years
5. **World population:** up by 2 million
6. **Illiteracy:** down from \( \frac{1}{3} \) to \( \frac{1}{4} \)
7. **The two Achilles’ heels** i) inequality ii) complexity
8. **Examples of fragility**
   Financial crisis / pandemic flu
9. **Computing 2030**
   A million-fold improvement – if compared to the last 20 years
10. **Mobile phones in 2030**
    Huge opportunities / miniaturization / invisible capacity / dust mite
11. **Medicine + reference to Olympics**
    Embryonic Stem Cell research / Oxford / replicate parts of the body / regenerative medicine / no special Olympics / who will have it?
12. **Genetics + reference to mouse + negatives**
    Genetically modified mouse – 3xfaster, 3xlive longer, same amount of food / only available for super rich?
13. **Population pyramids to populations coffins / population skyscrapers**
    A different structure to society with older generations being as equally important as younger generations.
14. **Migration**
    War for talent / need to attract all skill ranges / drop in unemployment 700m>600m
15. **New awareness**
    How to arise to problems: biodiversity, climate change, pandemics / mobilize ourselves / manage systemic risk / innovation
16. **Speaker’s reference to ‘the glory of globalization / best century ever’**
    Or downfall / could be the worst
17. **Individual power in 2030**
    Bio pathogen - destroy a civilisation
18. **Governance fossilized**
    Cannot cope with the challenges of 2030 / collective management / collective wisdom
19. **Nelson Mandela**
    Miracle / apartheid

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The other inconvenient truth
[listening comprehension questions]

Author: Jonathan Foley
Date: Oct 2010
Time: (17:46)
Location: TED TALKS
Level: ***** [C1]

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

Check these words before listening:

**Key vocabulary**
1. The inconvenient truth (Film by Al Gore)
2. A satellite
3. Landscapes
4. Rondonia (Amazon) / Bolivian edge of the Amazon
5. Primeval Jungle
6. To transmit diseases
7. Soy beans (crop)
8. The Sahara Desert / Siberia / Colorado / Kazakhstan / Uzbekistan
9. Aral Sea / Lake / Huron / The Soviet Union
10. Suburban sprawl
11. Irony
12. Irrigation
13. Toxic waste
14. Biological weapons testing
15. Archaeologist
16. Greenhouse gases / Methane / Nitrous Oxide / Carbon
17. Fertilizers / Nitrogen / phosphorous
18. Biodiversity loss
20. Soils / plant nutrients
21. GMOs
22. Trade subsidies
23. Conservation
24. Terraculture
25. Crop lands
26. International dialogue

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The other inconvenient truth

**Explain what you understand**

1. What is important about the Amazon satellite pictures? (Explain ‘fishbone pattern’)

2. Explain what was said about Croplands / Pasture?

3. 40% / 60% / 50% / 30% /

4. Explain the examples of the Colorado River / Aral Sea?

5. Why is agriculture the biggest problem to the planet today?

6. Is farm more land the answer?
7. What are the 5 stresses on natural resources?

8. What are the 8 possible solutions?

9. Who needs to ‘come to the table’?

10. Overall conclusion

Critical thinking – Are we destroying the environment? Are you optimistic about the future? Are we listening to the warnings? Is population increase a good thing? Will we be able to provide enough food and water for future generations? We’ve never been in this position before and is there a possibility we could get it wrong? Do we care – do you care and what are you doing about it? Anything else?
**The other inconvenient truth ANSWERS**

Main idea - land use - food - the environment

Satellite Pics: night from space (dominate human presence)
Amazon 1975 small road/ 2001 many road (beef farming - deforestation)

1. **What is important about the Amazon satellite pictures? (Explain ‘fishbone pattern’)**
   Fish bone pattern (1 road = the start of many)
   Bolivia - small white line/ lone farmer 2003 similar to Ohio. Growing animal feed (soy)
   Tour the world - similar patterns
   Q. How much of the world is used to grow food?

2. **Explain what was said about Croplands / Pasture?**
   Crop land 16m km2 (size of S.America) Pasture 30m km2 (size of Africa)

3. **40% / 60% / 50% / 30% /**
   40% = agriculture. 60% more than cities result= enormous use of land / water
   50% fresh water (70% of this used for agriculture) 30% of greenhouse gases

4. **Explain the examples of the Colorado River / Aral sea?**
   Examples: Pic: lettuce being irrigated in Arizona desert (idea - irresponsible use of water)
   Agriculture single most powerful destructive force since Ice Age

5. **Why is agriculture the biggest problem to the planet today?**
   Agriculture causes global warming / CO2 burning tropical rainforest / NO2 fertilisers pollute water / methane from cows
   Population rise from 7 b to 9.5 b How can we feed the people in the future??

6. **Is farm more land the answer?**
   **Solution:** More farm land - NO as this land needs to be protected

   **Solution:** boast yields - YES (pic map of under developed agricultural areas) brown areas on
   Map are inefficient eastern block countries i.e Russia
   Implications: 2 points to consider - food security / environmental security
   Balancing Act: Organic food/ local food/ GMOs - (no silver bullet more like silver buckshot)
7. **What are the 5 stresses on natural resources?**

   Stress on natural resources
   1. Population growth (9 million by 2040)
   2. Meat consumption
   3. Dairy consumption
   4. Energy costs
   5. Bioenergy production

8. **What are the 8 possible solutions?**

   NO one solution
   Ideas -
   1. International dialogue
   2. Incentives for farmers
   3. Precision agriculture
   4. New crop varieties
   5. Drip irrigation
   6. Gray water recycling
   7. Better tillage practices
   8. Smarter diets

9. **Who needs to ‘come to the table’?**

   Everyone around the table
   1. Advocates of commercial agriculture
   2. Environmental conservation
   3. Organic farming

10. **Overall conclusion:**

    No one solution, great challenge ahead for people kind, and have to get it right first time.
Don’t insist on English
[listening comprehension questions]

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]

Explain what you understand
1. What is the topic of her talk?

2. What is important about the reference to learning names of plants in Arabic from grandparents and great grandparents?

3. What 'sad' fact does she say about languages?

4. Why was the recruitment of English teachers 25 years ago mutually beneficial to Kuwait and the UK?

5. What has happened to English in the last 25 years? What is significant about the example of the mono-lingual Dutch speaker?

7. What are the reservations she points out about English as a global language?

8. What's the main negative point mentioned about tests?

9. What is said about employment?

10. Why was the Kenyan boy given a Heroes award?

Critical thinking- What do you think of this lecture? What is she exactly trying to say? What's wrong with the globalisation of English? One language means better communication and understanding? She suggests that translation should be done but surely some phrases, words don’t translate the same, possibly meaning a misunderstanding of idea or concept? What solutions does she offer for the poor, no testing systems, keeping native languages? Anything else?
1. What is the topic of her talk?
Language loss and globalisation of English

2. What is important about the reference to learning names of plants in Arabic from grandparents and great grandparents?
It is to show the effect of communication across generations

3. What 'sad' fact does she say about languages?
That they are dying at an unprecedented rate. A language dies every 14 days - is there a connection with the globalisation of English??

4. Why was the recruitment of English teachers 25 years ago mutually beneficial to Kuwait and the UK?
For Kuwait it helped modernisation and to empower the citizens through education and for the UK it was oil.

5. What has happened to English in the last 25 years? What is significant about the example of the mono-lingual Dutch speaker?
It has morphed into a massive international business. The Dutch speaker example is that a person shouldn’t be rejected from entering university just because their level of English isn’t high enough. More important points should be considered especially if the degree is not based solely on English. i.e. computer coding.

7. What are the reservations she points out about English as a global language?
Against using it as a barrier. English can become quite arbitrary. Only one or two main languages could be disastrous. E.g. Access to study.

8. What's the main negative point mentioned about tests?
The poor can't access them so they are being excluded. Also, that some of the great people like Einstein didn't need English tests.

9. What is said about employment?
‘Education is the great divide’. The best jobs go to people out of Western Universities.

10. Why was the Kenyan boy given a Heroes award?
Because he invented a cost-free solar lamp so the children in his village could study at night.
Texting is killing language. JK!!
[listening comprehension questions]

Author: John McWhorter
Date: Feb 2013
Time: (13:48)
Level: *** [B2/C1]

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]

Explain what you understand

1. What is the point of the lecture? What is the general outline?

2. What is the reason for the history example?

3. What are the advantages of writing? What example does he give?

4. Why is casual speech different?

5. What examples are given to show the correlation between writing and speaking in the past?

6. Why didn’t people write like they speak in the past?

7. What is significant about capital letters and punctuation?

8. What is texting?
9. Why do we think that texting is destroying language?

10. What are we seeing now?

11. How has LOL evolved?

12. What are ‘pragmatic participles’? Give examples.

13. How is slash used? Construction overall?

14. What is the point to reference these dates 1956 / 1917 / 1871 / 1841 / 63AD?

15. What is bidialectal?

16. Summary

Critical thinking? Do you agree with everything he has said? Is texting a miracle of language? Surely, the loose language and structure will cross over to writing? As texting become more commonplace, then it will corrupt the use of language? Spelling / grammar needs practice to learn but if I text and abbreviate words will this help my spelling / grammar in the long term? If common punctuation use is changed like the ‘slash’, will I become confused in its real use? How can a decline in literacy be measured? Perhaps, the future will be speech recognition text and how will this change language? Anything else??
Texting is killing language ANSWERS

1. What is the point of the lecture? What is the general outline?
The point is to show that texting is a miraculous thing and it doesn’t mean that English literacy is in decline
Outline: to show that when you really investigate language then texting is not writing.

2. What is the reason for the history example?
Language has existed for 150,000 years and arose as speech – writing came along a lot later.
Uses a clock metaphor to say in 24 hours – writing came into existence at 11:07pm

3. What are the advantages of writing? What example does he give?
Writing is a conscious process and can look back easily compared to talking.
Example a passage from Edward Gibbon’s ‘The decline and fall of the Roman Empire’
This example is given to show that this kind of writing is very different to the way we speak.

4. Why is casual speech different?
We tend to speak in packets of seven to ten words. Speech is much looser, telepathic, reflective – often we think written language is the same but in fact they are very different.

5. What examples are given to show the correlation between writing and speaking in the past?
In the past people gave speeches – very formal – talking like you write. Example; The Gettysburg Address / the speech before by ‘Edward Everett’

6. Why didn’t people write like they speak in the past?
The simple reason is that materials didn’t lend themselves to it. Type-writers and even computers were slow at spoken writing and of course you need a device that can message quickly.

7. What is significant about capital letters and punctuation?
This is not thought about / used in spoken language and nor in texting.

8. What is texting?
Fingered speech
Texting is killing language ANSWERS

9. Why do we think that texting is destroying language?
It is very easy to think it represents some kind of decline. The bagginess of structure, lack of concern for rules, the way we are used to learning from a blackboard – it’s a natural sense to think it is wrong.

10. What are we seeing now?
A kind of emergent complexity, new kind of language, a new structure for fingered speech.

11. How has LOL evolved?
In the example text it shows that once it meant ‘Laugh Out Loud’ but it has evolved into empathy, accommodation = pragmatic participles.

12. What are ‘pragmatic participles’? Give examples.
The way a word is used in certain ways / a way of using the language between actual people – Examples: LOL, in Japanese ‘ne’ at the end of sentences, in the black youth ‘yo’

13. How is slash used? Construction overall?
Slash is used to show two parts of something. However, in texting it is used to change the scene.
Construction is that a whole new way of structure is developing – still easy to think it is wrong. Not sophisticated like the language from the Wall Street Journal but...

14. What is the point to reference these dates 1956 / 1917 / 1871 / 1841 / 63AD?

1956 – many do not know the alphabet, cannot write grammatically
1917 – Freshmen can’t spell, can’t punctuate
1871 – bad spelling, incorrectness / inelegance of expression in writing
1841 – entire neglect of the original
63AD – doesn’t like the way people are speaking Latin

Overall, lots of worrying and problems with language but does it really matter??

15. What is bidialectal?
Two different types of writing

16. Summary
Texting is a whole new way of writing developing alongside normal writing. Over time all language has evolved and changed and texting can be viewed as a linguistic miracle.
What the Social Progress Index can reveal about your country

[listening comprehension questions]

Author: Michael Green
Date: Oct 2014
Time: (14:56)
Location: TED TALKS
Level: **** [B2/C1]

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

Check these words before listening:

Key vocabulary

1. U.S Congress
3. The Great Depression
4. To find a way out of the slump
5. Well-being
6. To boast
7. To march to the drumbeat of something (phrase)
8. Arab Spring
9. A sustainable environment
10. Components
11. Chad (a country in Africa) / Senegal / Costa Rica
12. Empirical
13. Sanitation
14. To be lifted out of poverty
15. Stagnation
16. Deprived parts of a country
17. Municipality
18. Contribution
What the Social Progress Index can reveal about your country


Explain what you understand

1. Who delivered the report on “Nation Income, 1929-1932?”

2. Why was GDP introduced in 1924 in the USA?

3. What was the warning about GDP?

4. Why is GDP flawed?

5. Why are we ready for a new measure revolution?

6. What is different about the Social Progress Index? (fill in 3 dimensions)
7. Important points on the graph:

New Zealand: _______________________________________________________________

Canada: _________________________________________________________________

BRICS: _________________________________________________________________

Kuwait: _________________________________________________________________

8. An analysis of the graph highlights that for each dollar spent on GDP is...

9. What should Brazil do next? And how?

10. Overall summary?

Critical thinking? What do you think of this lecture? Do you agree? GDP works and has created prosperity, so why change it? If GDP grows, this money can be used for green technology & protecting the environment? Is SPI applying Western philosophy / principles on all countries a good idea? Can we ALL really pursue our goals and dreams? Does the SPI include religious belief and in it a tolerance to views? The world seems to see success and happiness as being rich and wealthy run, will this world view ever change? Can we really measure Social progress objectively? Anything else?
What the Social Progress Index can reveal about your country

ANSWERS

1. Who delivered the report on “Nation Income, 1929-1932?"

Simon Kuznets

2. Why was GDP introduced in 1924 in the USA?

Kuznets' report was delivered at a moment of crisis. The U.S. economy plummeting into the Great Depression and policy makers were struggling to respond. They didn't have data and statistics. So what Kuznet's report gave them was reliable data on what the U.S. economy was producing, updated year by year. And armed with this information, policy makers were, eventually, able to find a way out of the slump.

3. What was the warning about GDP?

On page seven he says, "The welfare of a nation can, therefore, scarcely be inferred from a measurement of national income as defined above."

GDP is a tool to help us measure economic performance. It's not a measure of our well-being. And it shouldn't be a guide to all decision making.

4. Why is GDP flawed?

It ignores the environment. It counts bombs and prisons as progress. It can't count happiness or community. And it has nothing to say about fairness or justice.

5. Why are we ready for a new measure revolution?

The financial crisis of 2008 / the Arab Spring, how countries like Tunisia were supposedly economic superstars, but they were societies with discontentment. We have the technology to gather and analyze data in ways that would have been unimaginable to Kuznets.

6. What is different about the Social Progress Index? (fill in 3 dimensions)

It's a measure of the well-being of society, completely separate from GDP. It's a whole new way of looking at the world. The Social Progress Index begins by defining what it means to be a good society based around three dimensions.
7. Important points on the graph:

**New Zealand:** highest social progress

**Canada:** highest ranked G7 country

**BRICS:** Brazil is highest BRIC beating Russia and China

**Kuwait:** highest GDP, relatively low Social progress

8. An analysis of the graph highlights that for each dollar spent on GDP is...

Buying less and less social progress

9. What should Brazil do next? And how?

Get ever **more efficient** at creating social progress from its GDP, so it becomes more like New Zealand. And what that means is that Brazil needs to prioritize social progress in its **development plan** and see that it's not just growth alone, it's growth with social progress.

10. Overall summary?

GDP is outdated. In the 21st century, we face new challenges: aging, obesity, climate change, and so on. To face those challenges, we need new tools of measurement, new ways of valuing progress. You can create a Social Progress Index for any state, region, city or municipality. This is a tool for anyone to come and use.

Imagine if we could work together — government, business, civil society, me, you and make this century the century of social progress.
A kinder, gentler philosophy of success

[listening comprehension questions]

Author: Alain de Botton
Date: Jul 2009
Time: (16:51)
Location: TED TALKS
Level: **** [C1/C2]


Check these words before listening:

**Key vocabulary**

1. A career crisis
2. To weep into a pillow (phrase)
3. Career anxiety
4. A snob / snobbery
5. A correlation between...
6. Social hierarchy
7. Materialistic
8. An emotional reward
9. Acquisition
10. Paradoxical
11. The caste system
12. The spirit of equality
13. Incidentally,
14. French aristocracy
15. Low self-esteem
16. Meritocracy / meritocratic
17. Socialist – Emil Durkheiom (google him)
18. Suicide
19. St Augustine’s book – The city of God
20. A loss of status
21. Othello
22. Shopaholic adulteress
23. A tabloid newspaper
24. Extraordinary
25. Psychoanalysis
26. To reconcile
27. Randomness
28. Cruel

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A kinder, gentler philosophy of success
TED TALK: Alain de Botton [Jul 2009. 16:51]

Explain what you understand

1. What is a career crisis?

2. What is snobbery and why does that affect us?

3. Why is material so important to us?

4. How has society changed compared to the past in terms of equality?

5. What is significant about envy?

6. What is the negative consequence of a society that tells us we can do anything?

7. Is Meritocracy a good idea? What is the example of ‘loser’ to support?
8. Why has the suicide rate increased?

9. What is significant about the St Augustine quote?

10. Why is the tragic art concept important in today’s world?

11. What is meant by a ‘non-human society’?

12. Do we know what success is? And who influences in the nature of success?

13. What is the overall summary?

Critical Thinking: Does he offer any kind of idea in this lecture on how to achieve success or is it a description? Can we find success on our own? How can we stop the influence of the media on our lives? We have equality but we also have competition – isn’t life a fight to survive? What do you think?
The philosophy of success **ANSWERS**

1) What is a career crisis?
*Crisis:* We live in an age when our lives are regularly punctuated by career crises, by moments when what we thought we knew, about our lives, about our careers, comes into contact with a threatening sort of reality.

2) What is snobbery and why does that affect us?
*Snobbery:* Easier to make a good living / harder to stay calm, to be free of career anxiety. Some reasons = snobbery
What is a snob? A snob is anybody who takes a small part of you and uses that to come to a complete vision of who you are. That is snobbery.
Dominant kind of snobbery = job snobbery. At a party: "What do you do?" excited or walk away / Social hierarchy defined as how much time someone will give you (love)

3) Why is material so important to us?
*Reasons for materialism:* We care so much about our careers and material goods is what other people think of us. / Society which has simply pegged certain emotional rewards to the acquisition of material goods / not the material goods we want / It's the rewards we want.

4) How has society changed compared to the past in terms of equality?
*Expectations:* Never before have expectations been so high about what human beings can achieve with their lifespan / we can achieve anything / no caste system / anyone can rise to any position / spirit of equality / we're all basically equal / no strictly defined kind of hierarchies.

5) What is significant about envy?
*Envy:* Taboo to mention envy / it’s a dominant emotion in modern society / linked to the spirit of equality. Ex. The Queen (Weird)
Ex. The closer two people are, in age, in background, in the process of identification, the more there is a danger of envy / modern society is similar to a school. Everybody is wearing jeans, everybody is the same. And yet, they’re not.

*Media outlets:* Magazines, TV etc... Promote amazingness / However, There is a real correlation between a society that tells people that they can do anything and the existence of low self-esteem

6) Is Meritocracy a good idea? What is the example of ‘loser’ to support?
*Meritocracy:* Politicians agree that meritocracy is a great thing for societies. (if you've got talent and energy and skill, you will get to the top.) However, the opposite is true too: those who deserve to get to the bottom and stay. / Ex. Middle Ages / England, a very poor person, was described as an "unfortunate". In the USA a person at the bottom of society is a ‘loser’. There’s a definite difference here and it’s us who have changed the meaning.
7) Why has the suicide rate increased?
Suicide: Analysis of a sociologist like Emil Durkheim. There are more suicides in developed individualistic countries than in any other part of the world. They own their success. But they also own their failure.
Relief: Meritocratic. It's an impossible dream. Too many random factors (accidents, birth problems, illnesses) for people to be graded ‘good at top’ and ‘bad at bottom’

8) What is significant about the St Augustine quote?
Quote: St. Augustine in "The City of God," where he says, "It's a sin to judge any man by his post." In other words, hold your horses when you're coming to judge people. You don't necessarily know what someone's true value is.
Failure: Failing in life, is not just a loss of income, a loss of status / we fear the judgment and ridicule of others.
Newspapers: number one organ of ridicule is the newspaper. Whatever smo has done wrong it is fit for ridicule. In other words, they have failed. And they are described as "losers." The alternative is tragedy.

9) Why is the tragic art concept important in today’s world?
Tragic art: Ancient Greece, 5C, an art form devoted to tracing how people fail, and also according them a level of sympathy, which ordinary life would not necessarily accord them. Ex. Hamlet is not a loser.

10) What is meant by a ‘non-human society’?
Non-human society: Modern society causes anxiety is that we have nothing at its center that is non-human / first society to be living in a world where we don't worship anything other than ourselves. Our heroes are human heroes. No transcendent – God, spirits, the universe like societies before us. What is more important is to keep in contact with nature.

11) Do we know what success is?
Do we know what success is?: Success and failure. If I said to you that there is somebody behind the screen who is very very successful, certain ideas would immediately come to mind. You would think that person might have made a lot of money, achieved renown in some field. You can't be successful at everything. So any vision of success has to admit what it's losing out on, where the element of loss is.

12) Who influences in the nature of success?
Our own ideas of success: How to live successfully are not our own / from other people: man, your father, a woman, your mother. Psychoanalysis has presented this idea for about 80 years. From everything from the television, to advertising, to marketing, etc. These are hugely powerful forces that define what we want and how we view ourselves. We are highly open to suggestion. Ex. Banking popular – not popular

13) What is the overall summary?
Summary: our ideas of success = our own. Be the authors of our own ambitions. Don’t want to end the journey to realize these ideas are not what you wanted.
Why domestic violence victims don’t leave

[listening comprehension questions]

Author: Leslie Morgan Steiner
Date: Nov 2012
Time: (15:59)
Location: TED TALKS
Level: *** [B2/C1]

Link: http://www.ted.com/talks/leslie_morgan_steiner_why_domestic_violence_victims_do_n_t_leave

Check these words before listening:

<table>
<thead>
<tr>
<th>Key vocabulary</th>
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</thead>
<tbody>
<tr>
<td>1. Disturbing question</td>
</tr>
<tr>
<td>2. To tackle a question</td>
</tr>
<tr>
<td>3. A psychiatrist</td>
</tr>
<tr>
<td>4. A loaded gun / bullets</td>
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<tr>
<td>5. Psychological trap</td>
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<tr>
<td>6. Disguised</td>
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<tr>
<td>7. An abuser</td>
</tr>
<tr>
<td>8. To be chatted up</td>
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<tr>
<td>9. An illusion</td>
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<tr>
<td>10. A stepfather</td>
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<tr>
<td>11. To seduce and charm someone</td>
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<tr>
<td>12. To quit a job</td>
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<tr>
<td>13. A dysfunctional family</td>
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<tr>
<td>14. Crazy love</td>
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<tr>
<td>15. Trauma</td>
</tr>
<tr>
<td>16. To be physically attacked</td>
</tr>
<tr>
<td>17. Bruises</td>
</tr>
<tr>
<td>18. An isolated incident</td>
</tr>
<tr>
<td>19. A honeymoon</td>
</tr>
<tr>
<td>20. Stalking</td>
</tr>
<tr>
<td>21. A battered wife</td>
</tr>
<tr>
<td>22. Incredibly dangerous</td>
</tr>
<tr>
<td>23. In denial</td>
</tr>
<tr>
<td>24. Sadistic beating</td>
</tr>
<tr>
<td>25. To rebuild a life</td>
</tr>
<tr>
<td>26. Fascinating</td>
</tr>
<tr>
<td>27. To shine a spotlight on something</td>
</tr>
<tr>
<td>28. Intervene / deescalate something</td>
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Why domestic violence victims don’t leave
TED TALK: Leslie Morgan Steiner [Nov 2012. 15:59]

Explain what you understand

1. What is the topic and what is the exact question is she tackling?

2. What is her definition of ‘crazy love’?

3. Why does she start her lecture with a description of her background?

4. What is the percentage of abusers, relationship type, the typical victim and ratio?

5. How did she meet her abuser (Conor) and what made an impression in her?

6. How did Conor make her feel like the dominant partner in the relationship?

7. What was possibly the first warning sign that Conor may be violent?

8. What are the 4 steps to domestic violence?

9. How did Conor isolate her?
10. What was the first attack and why? Was he sorry and what was his reason?

11. Why did she stay?

12. Why doesn’t she just leave?

13. How did she leave?

14. How are victims stereotyped and why?

15. Overall conclusion?

Critical evaluation? Is the statistic of 1:3 people are domestically abused realistic? Do you think that people (especially men) who are physically abused when they are young, are more likely to abuse women? In her talk, do you think it was a carefully laid plan to move her to a small town in New England? She said he bought 3 guns as a message to her - do you agree with this statement? Do you think her reasons for staying with an abuser are justified? Do you think every woman has her strength? Do you think she offers a good solution? What about the abuser? Surely, they need help?
Domestic Violence ANSWERS

1. What is the topic and what is the exact question is she tackling?
The secrets of domestic violence / why would anyone stay with a man who beats her?

2. What is her definition of ‘crazy love’?
A psychological trap disguised as love

3. Why does she start her lecture with a description of her background?
She explains she has a Harvard BA, MBA, working for Fortune 500 company, married for 20 years, kids, black lab & Honda Odyssey - To emphasise the point that domestic violence happens to everyone, all races, religions, income levels, educational levels. It's everywhere.

4. What is the percentage of abusers, relationship type, the typical victim and ratio?
85% abusers are men, intimate interdependent, long term relationships (families), typical victim is aged 16-24, 500 women and girls are killed by abusive partners, boyfriends and husbands in the US. 1:3 people in the US are abused. A typical victim has no idea about D.V. it's warning signs or patterns.

5. How did she meet her abuser and what made an impression on her?
Met on NY subway - 2 things: he had just graduated from Ivy League school and he worked for an impressive Wall Street bank. Biggest impression was that he was smart and funny.

6. How did Conor make her feel like the dominant partner in the relationship?
By idolising her - he believed in her. No hint of anger or control

7. What was possibly the first warning sign that Conor may be violent?
He confessed a secret that he had been savagely and repeatedly physically abused by his stepfather.

8. What are the 4 steps to domestic violence?
i) Create an illusion that the victim is the dominant partner. ii) Start to isolate the victim. iii) Introduce the threat of violence and see how she reacts. iv) murder

9. How did Conor isolate her?
Moved to a tiny town in New England away from friends and family to create a physical, financial, psychological trap.

10. What was the first attack and why? Was he sorry and what was his reason?
She got frustrated about a writing assignment and he tried to strangle her and then hit her head against the wall repeatedly. He was very, very sorry - he was stressed about the wedding. It was an isolated incident and he’d never hurt her again.
11. Why did she stay?
She didn't realise he was abusing her - she was in love with a deeply troubled man and she was the only person who could help him.

12. Why doesn't she just leave?
Many people don't understand because you are not a victim but it's incredibly dangerous to leave an abuser - the last step in the pattern is murder. Over 70% of d.v murders happen after the victim has ended the relationship. Why? Because the abuser has nothing left to lose.

Other outcomes include long term stalking, denial of financial resources, manipulation of family court system to terrify the victim and her children with regular supervised time

13. How did she leave?
After one beating that showed her he was going to kill her - she broke the silence. She told everyone - police, neighbours, family strangers, everyone.

14. How are victims stereotyped and why?
Self-destructive women, damaged goods, it's her fault for staying

15. Overall conclusion?
She's talking about you - someone around us is being abused. End the violence by shining a light on it. Abuse only thrives in silence. Talk about your abuse with everyone. Recognise the early signs of violence and conscientiously intervene - show victims an easy way out. Recast survivors as wonderful, loveable people with full future. Togetherness is the solution.
Why videos go viral
[listening comprehension questions]

Author: Kevin Allocca
Date: Nov 2011
Time: (07:20)
Location: TED TALKS
Level: ***** [B1/B2]


Check these words before listening:

Key vocabulary

1. To go viral
2. Comedians
3. To get tons of views
4. audience
5. Participation
6. A tastemaker
7. Unexpectedness
8. Yosemite National Park
9. To sprout up
10. A blog
11. Acceleration / accelerating
12. A parody
13. Looped music
14. A fine
15. Humorous
16. Popularity
17. To green-light something
18. Barely true

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Why videos go viral
TED TALK: Kevin Allocca [Nov 2011. 07:20]

Explain what you understand

1. Who is Kevin Allocca?

2. How many hours of video are uploaded every minute?

3. What are the three important factors why videos go viral?

4. What is significant about Bear Vasquez’s video?

5. How many views did Rebecca Black’s video receive and how many parodies?

6. What is significant about 'Nyan Cat' video?

7. What has changed from just enjoying videos?

8. What is important about the audience?

9. Overall conclusion is........

Critical thinking – Have you ever made a video that’s gone viral? What was the last viral video you watched? Is it good or bad thing that people can participate more easily than before? Should we be in control of popularity? Is it true that we define tomorrow? What could be the criticism of this revolution? Anything else?
Why videos go viral ANSWERS

1. Who is Kevin Allocca?
   Kevin Allocca - trends manager at YouTube.
   Web video> stars & celebrities

2. How many hours of video are uploaded every minute?
   48 hours of video uploaded every minute

3. What are the three important factors why videos go viral?
   3 reasons= tastemakers, communities of participation, unexpectedness.

4. What is significant about Bear Vasquez’s video?
   Bear Vasquez - 2010/ outside house/double rainbow/ Yosemite National Park
   23m hits - why? 4Jimmy Kimmel (standup comedian) tweeted (tastemaker)

5. How many views did Rebecca Black’s video receive and how many parodies?
   Rebecca Black ‘Friday’ song = 200m hits - tweets / blogs
   10,000 parodies of Friday; one for every day of the week.

6. What is significant about ‘Nyan Cat’ video?
   Nyan Cat = 50m - 'remix community' - cat watching cat watching cat. Every nationality of
   Nyan cat. Community of participation.

7. What has changed from just enjoying videos?
   Characteristics: new culture> everyone has access to get involved>

8. What is important about the audience?
   Audience defines popularity.
   Example; Justin Bieber - recognised on You Tube.

9. Overall conclusion is....... 
   All have ownership on our pop culture - we define tomorrow.
What doctors don’t know about the drugs they prescribe

[listening comprehension questions]

Author: Ben Goldacre
Date: Jun 2012
Time: (13:29)
Location: TED TALKS
Level: ***** [C1/ C2]

Link: http://www.ted.com/talks/ben_goldacre_what_doctors_don_t_know_about_the_drugs_they_prescribe?quote=1877

Check these words before listening:

Key vocabulary

1. Nostradamus - famous person who published prophecies (google him)
2. Precognition
3. Flukes / freaks
4. Bias
5. Replication
6. Journal Nature
7. To be sent down a blind alley (phrase)
8. Lorcanide (a drug)
9. A abnormal heart rhythm
10. Mea culpa (an apology)
11. A placebo (referred in talk as a dummy placebo)
12. Arrhythmias (connected to heart attacks)
13. Unflattering data
14. Prevalent
15. Reboxetine (a drug)
16. Antidepressant
17. To be misled
18. A systematic flaw
19. To cheer-pick (phrase meaning selective)
20. The FDA - Food and Drug Administration
21. Medical trials / clinical trails
22. A two-headed coin
23. Fraud
24. Tamiflu (a drug)
25. To stockpile a drug
26. PLOS Medicine (medical journal)
27. ICMJE - International Committee of Medical Journal Editors

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What doctors don’t know about the drugs they prescribe
TED TALK: Ben Goldacre [Jun 2012. 13:29]

Explain what you understand

1. Why does he start with a reference to Nostradamus?

2. What did Daryl Bem discover? What happened when other scientists replicated this? What does this suggest?

3. Describe the report on cancer research, the outcome and the recommendation?

4. What is significant about the research into Lorcanide?

5. What is a 'meaculpa'? And 'publication bias'?

6. Is the academic publishing environment different now?

7. Why does the speaker feel misled about a drug 'reboxetine' that he prescribed for depression?

8. What is the classic model of publication bias? And what is meant by a systematic flaw?
9. What are the statistics of publication bias?

10. Why does the speaker refer to the core of evidence-based medicine as cancer?

11. What is relevant about Tamiflu?

12. What is the final point about 'fake fixes'?

13. The summary

Critical thinking
Is it really this bad? Surely, there are thousands of medicines we use that are safe? Is funding, sponsors business and grants affecting the academia? Do you think scientists will ever publish negative results or the incentives changed? What would be these incentives? Should researchers be held more responsible for not warning the public of dangers? Is a mea culpa sufficient? Do you agree that medical research is a core of cancer? Isn't it worrying that independent researchers could not get the results to the trials of tamiflu? Is corruption and greed the root of the problem? Why aren't companies registering or keeping to the ruling? Surely, now that these regulations are in place it will take time to implement? Many researchers are governed by grants and funding and need to provide positive results - who will invest in failure? What do you think?
What doctors don’t tell you about the medicines ANSWERS

1. Why does he start with a reference to Nostradamus?
To illustrate the fact that people cannot see into the future, that precognition is a fluke and people only hear about flukes and freaks. We don't hear about all the times when people got things wrong.

2. What did Daryl Bem discover? What happened when other scientists replicated this? What does this suggest?
Conducted research and found evidence of precognitive powers in undergraduate students, this was published in a peer reviewed academic journal.
a group of scientists replicated the findings and proved that this was untrue and submitted their work to the same journal. The journal refused stating they don't want negative results. This suggests evidence of 'biased sample'

3. Describe the report on cancer research, the outcome and the recommendation?
March 2012, researchers reported in the journal Nature they had tried to replicate 53 basic science studies looking at the potential treatment targets - only 6 were replicable. The outcome is that lots of experiments are done the occasions when it works are published - this is unreliable. The recommendation is to make it easier to publish negative results in science and to change the incentives so that scientists are encouraged to post more negative results.

4. What is significant about the research into Lorcainide?
1980 researchers did a study into the drug Lorcainide (anti-arrhythmic drug suppresses abnormal heart rhythms) after a heart attack people suffer from this and this drug would increase chance of survival. 100 patients, 50 got L. and 10 died, 50 placebo 1 died. Drug seen as a failure and commercial development stopped - no research/trials published. Because this research was never published - 5-10 years later similar drugs were brought to the market - over 100,000 people died in the US before safety concerns were raised. Outcome this could have been prevented if the research had been published.

5. What is a 'mea culpa'? and 'publication bias'?
Mea culpa is Latin for ‘my mistake’ or ‘my fault’ - in this case from the researchers of Lorcainide in the 1980s. Publication Bias is a technical term for unflattering data, which gets lost or unpublished. These missing results may have provided 'an early warning of trouble ahead'.

6. Is the academic publishing environment different now?
Yes, academic journals like 'Trials' an open access journal - publishes trials regardless of positive or negative results. BUT negative results go missing.
7. Why does the speaker feel misled about a drug 'reboxetine' that he prescribed for depression?
Read around all the reports 1 study stated better than the placebo, 3 reports that it was just as good as other anti-depressants (A.D). MISLED 7 trials against a placebo 1 positive / 6 negative - only the positive was published. 3 trials showed it was just as good as other A.D but 9 showed it was worse these were not published.

8. What is the classic model of publication bias? And was is meant by a systematic flaw?
50:50 (38+ 36-) split of positive and negative results / peer reviewed academic literature = 37+ were published only 3- published. This bias system of publishing = systematic flaw.

9. What are the statistics of publication bias?
Over 100 studies on publication bias/ affects every field of medicine / half of trials go missing / 2 x more chance positive results are published.

10. Why does the speaker refer to the core of evidence based medicine as cancer?
It is similar to cancer, a destructive force. We all blindly tolerate it, it is research misconduct. Holding back 50% of the results from research is research fraud. The important point here is that responsibility is diffused between a whole network of academics, industry sponsors, journal editors.

11. What is relevant about Tamiflu?
Tamiflu is being stockpiled in case of a pandemic of influenza. Cochrane systematic reviewers tried to collect data - they found trials unpublished, results unavailable, not allowed access to the clinical study reports more information go to PLOS Medicine.

12. What is the final point about 'fake fixes'?
Official bodies pretend this has been fixed. 1.register every trial, post protocol, check at end - companies didn't register. 2. International Committee of Medical Journal Editors said they wouldn't publish any trials unless registered - didn't happen and a study showed that over 50% of all trials published were not registered. 3. FDA Amendment act all trials must be published in 1 year. only 1:5 have kept to the ruling.

13. The summary
Cannot know the true effects of medicine that we prescribe if we don't have access to the information. Not difficult to fix - force all trials to be published old and new. Tell everyone you know that this is a problem and that it has not been fixed.