Tough truths about plastic pollution

[listening test questions]

Author: Dianna Cohen
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]

<table>
<thead>
<tr>
<th></th>
<th>Plastic</th>
<th>The gyre</th>
<th>Reaction</th>
<th>Proposal</th>
<th>Raise awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A to clean it up with three ships</td>
<td>B to turn the plastic into bricks for building</td>
<td>C breaks down into smaller bits</td>
<td>D an ocean area where plastic has accumulated</td>
<td>E most people are surprised</td>
</tr>
</tbody>
</table>

___ / 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

ii. There 11 gyres in four major oceans

iii. Plastic is absolutely everywhere.

iv. 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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>R</td>
<td>Reduce</td>
</tr>
<tr>
<td>R</td>
<td></td>
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<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
</tbody>
</table>

___ / 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?

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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visual artist</td>
</tr>
<tr>
<td>2</td>
<td>Co-founder of Plastic Pollution coalition</td>
</tr>
</tbody>
</table>

___ / 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

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</tbody>
</table>

___ / 1

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

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

NG

F

T

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**

6. **Solutions**

i. What are the four R’s

<table>
<thead>
<tr>
<th>R</th>
<th>Reduce</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Reuse</td>
</tr>
<tr>
<td>R</td>
<td>Recycle</td>
</tr>
<tr>
<td>R</td>
<td>Refuse</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Stainless steel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Glass (Pyrex)</td>
</tr>
</tbody>
</table>

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.

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Overall score ____ / 26