

Your brain on video games

[Listening Test Questions]

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Date: June 2012

Time: (17:57)

Location: TEDxCHUV

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

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

Check these words before listening:

Key vocabulary

1. Video gaming / a gamer
2. [REDACTED] [REDACTED]
3. Pervasive
4. Lab / laboratory
5. [REDACTED] [REDACTED] [REDACTED]
6. Action-packed shooter games
7. To binge on smt
8. [REDACTED] [REDACTED] [REDACTED]
9. Quantitative research
10. [REDACTED] [REDACTED]
11. Magnifying glasses
12. [REDACTED] [REDACTED]
13. To resolve smt
14. A conflict
15. [REDACTED] [REDACTED]
16. Multi-tasking / multi-media tasking
17. Abysmal
18. [REDACTED]
19. Perception
20. To ace a test
21. Brain plasticity
22. [REDACTED]
23. Molecules
24. [REDACTED] [REDACTED]
25. patients
26. Rotation

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Student

TED Talks Test Questions

Time: *Approximately 1- 1:30 hours*

1. Read the title

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

Try to listen ONLY two times

Three types of lesson

Lesson#1: [hard]

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

Lesson #2: [medium]

1. Listen once – take notes
2. Answer questions: 10-15 minutes
3. Listen again – answer the questions as they listen
4. Give yourself 10 minutes to tidy answers. Then check answers
5. Listen again to check answers

Lesson #3: [easier]

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

Teacher

TED Talks Test Questions

Lesson Plan

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

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

Lesson Plan

1. Lead in

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

Three types of lesson

Lesson#1: [hard]

1. Students listen once – take notes
2. Give 5 minutes to tidy notes
3. Listen again and add to notes (use a different colour pen)
4. Give out questions – set 20-25 minutes to answer
5. Feedback answers (give out answers or go through on board)

Lesson #2: [medium]

1. Students listen once – take notes.
2. Give out questions: Set 15 minutes for students to answer questions from notes
3. Listen again – students answer the questions as they listen
4. Give extra 10 minutes to consolidate answers
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]

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

Your brain on video games

By Daphne Bavelier (2012)

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

Introduction

1. What is her profession and what is her key interest in brains?

Profession:	
Her key interest is making our brains:	1. Smarter / Faster / [] / []

___ / 3

Gaming

2. Numbers – fill in the box.

Video Games	
90	
[]	
70	
Call of Duty: Black Ops	
[]	
68	

___ / 5

Outline

3. Summary of lecture

I'm going to argue that in i) R_____ [] [] [] actually the very game I [] at the beginning, those action-[] shooter games have quite ii) P_____ [] and iii) P_____ effects on many [] [] aspects of our iv) B_ [] _.

___ / 5

Eyesight

4. What are the two examples of [] being good for your []?

Example 1	
Example 2	

___ / 2

Attention /

5. What are the two examples given that have s in ?

Example 1	
Example 2	

___ / 2

6. Which one of these statements is correct?

- a) A normal adult can have a span of of attention.
- b) A normal adult can have a span of of attention.
- c) A normal adult can of six or seven objects of attention.

___ / 1

The brain

7. Match the function with the parts of the brain [use the number]

<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>ii. _____</p> </div> <div style="text-align: center;"> <p>Parietal Cortex</p> <p>iii. _____</p> </div> </div> <div style="margin-top: 10px;"> <p>Frontal Lobe</p> <p>i. _____</p> </div>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30px; text-align: center;">1</td> <td style="background-color: #cccccc; width: 50px;"></td> <td style="padding: 5px;">attention</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="background-color: #cccccc; width: 50px;"></td> <td style="padding: 5px;">attention</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="background-color: #cccccc; width: 50px;"></td> <td style="padding: 5px;">attention</td> </tr> </table>	1		attention	2		attention	3		attention
1		attention								
2		attention								
3		attention								

___ / 3

Multi-tasking

8. Are these statements true or false?

		T / F
i.	Good multi-tasking is switching from one task to another.	
ii.	Most people are and using a at the same time.	
iii.	Multi-media tasking is listening to music, surfing the internet and communicating on social media at the same time.	
iv.	A study found multi-media taskers are multitasking.	
v.	Multi-media users at multi-tasking.	

___ / 5

Red Wine

9. What is the [] [] about red wine?

___ / 2

Education / Rehabilitation

10. Summary put in the missing numbers.

In these training studies, people [] and play i) _____ hours of action games. They do [] [], so little shots of ii) _____ minutes several days over a period of iii) _____ weeks. A few days later they are tested on a [] [] task. After only iv) _____ weeks [] on action video games, they actually [] [] and the [] [] is still there v) _____ months after.

___ / 5

Conclusion

11. What is meant by the broccoli and chocolate metaphor?



i.	What is the []	
ii	What is the [] ?	
iii	The []	

___ / 3

Total Score ___ / 36

Your brain on video games **ANSWERS**

By Daphne Bavelier (2012)

https://www.ted.com/talks/daphne_bavelier_your_brain_on_video_games#t-62478

Introduction

1. What is her profession and what is her key interest?

Profession:	Brain scientist
Her key interest is making our brains:	Smarter / faster / <u>better</u> / <u>stronger</u>

___ / 3

Gaming

2. Numbers – fill in the box.

ALL ANSWERS ARE INCLUDED IN PAID VERSION...