Why noise is bad for your health — and what you can do about it.

[Listening Test Questions]

Author: Mathias Basner
Date: Nov 2018
Time: (09:57)
Location: TEDMED
Level: *** [B1/B2]

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

Check these words before listening:

**Key vocabulary**

1. Silence / the sounds of silence
2. Simon and Garfunkel (famous musicians of the 1960s and 70s)
3. A
4. Auditory effects / sound exposure
5. 
6. Physical / psychological components
7. 
8. Sound pressure levels
9. To
10. Urbanisation
11. Leaf blowers / 
12. World Health Organisation (WHO)
13. 
14. High blood pressure / heart attack, a stroke
15. Prolonged periods of time
16. 
17. Adrenaline / cortisol
18. 
19. Sleep disturbance
20. 
21. Noise-induced sleep disturbances
22. 

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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)
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)
Why noise is bad for your health — and what you can do about it
By Mathias Basner (2018)

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

Intro
1. What is the main idea expressed? One word for each point.
   i. Silence is a rare ________________
   ii. We’ll all ________________ for it in terms of our ________________

2. If you leave a concert or a bar and your ears are ringing, this can cause:
   ________________ / 2

Definition
3. Noise has ________________ that make the ________________
   i. ________________
   ii. ________________

   ________________ / 2

4. What was the ________________ to highlight ‘______________’?
   ________________ / 1

5. Why are quiet spaces important?
   ________________ / 1

6. What were the examples ________________ it is difficult to ________________ Name three:
   0. Growing traffic
   i. ________________
   ii. ________________
   iii. ________________

   ________________ / 3
Data
7. What did the World Health Organisation estimate? ___ / 1

Noise effects
8. Which of these are correct? Noisy areas...
   i. affect children’s hearing.
   ii. affect ___ skills.
   iii. affect children’s ___.
   iv. all the above. ___ / 1

Medical studies
9. True/False / Not Given T/F/NG
   i. A health effect of noise is the increase risk of ___.
   ii. ___ is created from ___ hormones that rise blood pressure.
   iii. Epidemiological studies show significant high ___ exposure cause heart ___.
   iv. The government consider noise as a ___ problem.
   v. A recent study found that the US economy ___ by lowering environmental noise ___ decibels.
   vi. Noise is also closely linked to other diseases like cancer, ___ and ___.
      ___ / 6

Sleep Disturbance
10. True / False / Not Given T/F/NG
   i. Sleep is an important mechanism for ___ and preparation for the following day.
   ii. Researchers refer to the bedroom as the ‘___’.
   iii. An auditory system is ___ sleeping and this can prevent our ___ from going down.
   iv. Most people are not aware of noise-___.
   v. Most people who say they had ‘___’ have probably ___ disturbance in that sleep.
   vi. Research on subjects who suffered the effects of noise while ___ they were more ___ disease.
      ___ / 6
11. So when is loud too loud? Which of these is NOT an example given?

<table>
<thead>
<tr>
<th></th>
<th>Change behaviour</th>
<th></th>
<th>Close window</th>
</tr>
</thead>
<tbody>
<tr>
<td>i</td>
<td></td>
<td>v</td>
<td></td>
</tr>
<tr>
<td>ii</td>
<td></td>
<td>vi</td>
<td>Move bedroom (to basement)</td>
</tr>
<tr>
<td>iii</td>
<td>Turn up your TV volume</td>
<td>vii</td>
<td></td>
</tr>
<tr>
<td>iv</td>
<td>Avoid</td>
<td>viii</td>
<td>Move house</td>
</tr>
</tbody>
</table>

Sound Environment Improvement

12. Summary of possible solutions

i. If you are in a movie theatre and it __________________, demand to have i. r__________ and leave.

ii. You should also talk to __________________ about the ii. c____________________ of loud ____________________.

iii. If you are __________________ a property, __________________ a iii. p__________________.

iv. Try wearing iv. n____________________ v. h____________________ when __________________________.

v. In general, try __________________ vi. q____________________ spaces especially __________________ or on vii. v____________________. Allow your system ____________________.

vi. In addition, we should make our viii. n____________________ footprint smaller __________________ noise at __________________. Choose low-noise __________________ be aware when you are making noise.

___ / 8

13. Why is it not easy for governments to create noise ____________ and enforcement?

___ / 1

14. Final Quote: Put in the missing word.

‘One day, mankind _______________ noise as _______________ as _______________ the pest.’

___ / 1

15. Is the _______________ about reducing noise for the future? Choose one.

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<th></th>
<th>Yes</th>
<th>no</th>
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___ / 1

Total: _______ / 36
# Why noise is bad for your health — ANSWERS

By Mathias Basner (2018)

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

**Intro**

1. What is the main idea expressed in the introduction?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>i.</td>
<td>Silence is a rare commodity</td>
</tr>
<tr>
<td>ii.</td>
<td>We’ll all paying a price for it in terms of our health</td>
</tr>
</tbody>
</table>

___ / 2

2. If you leave a concert or a bar and your ears are ringing, this can cause:

<p>| |</p>
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<tr>
<td>Permanent damage</td>
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___ / 1

**Definition**

3. Noise has two components that make the sound unwanted:

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<tbody>
<tr>
<td>i.</td>
</tr>
</tbody>
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**ALL ANSWERS ARE INCLUDED IN THE PAID VERSION...**