2 Tune in

You are going to watch a TED talk called, "What Earth in 2050 Could Look Like." It's helpful if you first watch the beginning of a long presentation, to get used to the speaker's accent and speed of delivery. Read the text for the first part of the talk (00:00-00:39) and check the glossary to define the words in italics.

1. While we're already feeling the devastating effects of human-caused climate change, **governments / presidents / voters** continue to fall short on making and executing emissions pledges that would help thwart further warming.
2. So, what will our world look like in the next 30 to 80 years, if we continue on the current **direction? / path? / street?**
3. While it's impossible to know exactly how the next decade will unfold, scientists and climate **experts / fans / professors** have made projections, factoring in the current state of affairs. This future we're about to describe is bleak but remember there's still time to ensure it doesn't become our reality.

Glossary:

bleak (adj): hopeless

devastating (adj): full of destruction and disaster

emissions pledges (n): promises about future action to produce less pollution

projections (n): predictions about the future based on current information

thwart (v): prevent something from happening

What types of projections do you think will be described in the video?

© Linguahouse.com. Photocopiable and licensed for use in Mara School's lessons.
LIVEWORKSHEETS

3 Vocabulary

Before you watch the rest of the video, you need to define some vocabulary. Read each pair of sentences and match the words in bold with the correct meanings.

A **shortage** of electricity supply can result in **blackouts** across wide areas.

a situation in which there isn't enough of something: _____[1]

events when the power supply fails: _____[2]

If parks and campsites provide special areas where people can have barbecues, it helps to **mitigate** the worst effects of **wildfires**.

make something less damaging: _____[3]

these burn out of control across a large area: _____[4]

In parts of the world with high **rainfall**, some people have traditionally built their houses on **rafts** to escape flooding.

flat floating structures: _____[5]

the amount of water that comes down in an area during a specific period of time: _____[6]

Often very poor **communities** lack **infrastructure** relating to clean water and waste removal.

groups of people living in one area who share certain interests or characteristics: _____[7]

services and systems that support daily life and industry: _____[8]

Last summer we had a **heatwave** which was followed by a terrible **drought** that killed thousands of plants and animals.

a long period of dry weather or conditions: _____[9]

a period of time when temperatures are much higher than expected: _____[10]

Some types of trees found in the **tropics** are able to survive with their roots **submerged** for long periods of time.

the hottest areas located around the middle of the earth: _____[11]

underwater: _____[12]

One item in each pair is a single word which contains two units of meaning. Which words are these?

© Linguahouse.com. Photocopiable and licensed for use in Mara School's lessons.
LIVEWORKSHEETS

4 Watch the talk

You are going to watch the rest of the TED talk in three parts.

Part A: First watch 00:39 to 02:03. Complete the sentences with one word – you are given the first letters.

1. In 2050, the e_____ news is full of stories about heatwaves and wildfires.
2. Blackouts become very common because there isn't enough energy available to c_____ everyone's home.
3. While some places experience more f_____ droughts, others experience heavier rainfall.
4. Cities cannot provide enough h_____ or jobs for people who have moved there to escape the effects of climate change in their communities.
5. Babies and children are also badly affected by air p_____ and forest fire smoke.

Part B: Watch the next part 02:03 to 03:47. Write the places A-H from the box next to the effects (1-6) they will experience according to the talk. One item in the box is extra.

A. Africa, Asia and South America

B. Jakarta, Mumbai and Lagos

C. Marshall Islands and Tuvalu

D. New York and Shanghai

E. the Maldives

F. the Philippines, Indonesia and Japan

G. the tropics and subtropics

1. become fully submerged _____
2. build cities on floating rafts _____
3. lose much of their population because their infrastructure is destroyed _____
4. rebuild roads higher up and put up high sea walls _____
5. cannot produce fruit for export _____
6. become too hot for small-scale farming _____

© Linguahouse.com. Photocopiable and licensed for use in Mara School's lessons.
LIVEWORKSHEETS

Part C: Watch the conclusion 03:47 to 04:38. Choose the best option to complete each sentence according to what you hear.

1. It's only taken around ten years for the world to reduce its emissions enough to escape a projected **3 / 3.5 / 4** degrees of warming.
2. Mitigating the worst effects of climate change requires us to take action in **three / five / ten** important areas.
3. The speaker suggests that avoiding temperature rises as tiny as **half a degree / a third of a degree / a tenth of a degree** can make a noticeable difference.

© Linguahouse.com. Photocopiable and licensed for use in Mara School's lessons.
LIVEWORKSHEETS