Analyzing Information in Diverse Media

Name: _____ Date: _____ Score: _____ / 10

Quick Review

Information can arrive in many forms - text, charts, video clips, podcasts, photos, and infographics. Each form has STRENGTHS (charts show numbers clearly, video shows motion, audio captures voice) and LIMITS (a chart can mislead with its scale, a photo can be cropped, a video clip can be edited). A strong Grade 7 listener (1) identifies the MAIN IDEA each source presents, (2) lists the SUPPORTING DETAILS, and (3) explains how each source clarifies (or fails to clarify) the topic.

PART 1 — READ

Read the passage. Then answer the questions.

Transcript: Class presentation - Layla on plastic bottle vs. reusable bottle use

Today I'm comparing single-use plastic water bottles and reusable bottles using three different sources. The first source is a BAR CHART from the U.S. Environmental Protection Agency (EPA) for the 2023 calendar year. The chart shows that the average American uses about 156 single-use plastic water bottles per year, while the average user of a reusable bottle uses fewer than 12 single-use bottles in the same period - more than a 13-to-1 difference.

The second source is a 45-second VIDEO CLIP from a municipal recycling facility. The clip shows a conveyor belt feeding a sorting machine, then plastic bottles being shredded into small flakes, then those flakes being melted and pressed into pellets that can be used to make new bottles or fabric. The video uses no narration, but it makes the recycling process easy to see in a way that a paragraph cannot.

The third source is an AUDIO INTERVIEW with Dr. Chen, a marine biologist who studies plastic in the Pacific. Dr. Chen explains in a calm, careful voice that even with strong recycling programs, only about 9 percent of plastic produced globally is actually recycled, and you can hear her pause briefly before she repeats the number 9 percent so listeners notice it.

Each source teaches us something different. The chart gives us numbers, the video shows us a process, and the interview adds an expert's voice and a hard global figure. Putting them together, I argue that reusable bottles substantially reduce a single person's plastic use AND that recycling alone - even when it works - does not solve the problem at the global scale.

PART 2 — PRACTICE

Read the transcript and the descriptions of the embedded chart, video clip, and audio interview. Answer the items.

1. What is the MAIN IDEA of the EPA bar chart in this presentation?

A. Plastic bottles are colorful.

B. Reusable bottle owners use far fewer single-use plastic bottles per year than the average American (about 12 vs. 156, a 13-to-1 difference).

C. Recycling melts plastic into pellets.

D. Dr. Chen studies plastic in the Pacific.

2. Which SUPPORTING DETAIL from the VIDEO CLIP helps clarify what happens to a plastic bottle AFTER it is recycled?

A. Dr. Chen's pause when she says *9 percent.*

B. The bottle being shredded into small flakes and then melted into pellets that can become new bottles or fabric.

C. The EPA's 2023 calendar-year measurement.

D. The 13-to-1 difference between average and reusable users.

3. What does the AUDIO INTERVIEW with Dr. Chen ADD that the chart and the video CANNOT?

A. Exact dollar costs of plastic.

B. An EXPERT VOICE that names a SPECIFIC GLOBAL FIGURE (only about 9 percent of plastic is actually recycled) AND a TONE that signals the figure's importance.

C. Motion footage of plastic being shredded.

D. A side-by-side comparison of two numbers in a single image.

4. Layla argues that the THREE sources work BETTER TOGETHER than any one alone. Why?

A. Three sources are required by law for every presentation.

B. Three sources will make the presentation exactly three times as long.

C. Each source has different STRENGTHS, and together they cover personal use, the recycling process, AND the global recycling rate - giving the audience a fuller picture than any one source could.

D. Three sources always agree with each other completely.

5. Imagine the EPA bar chart's y-axis went from 145 to 160 instead of from 0 to 200. What problem could that create?

A. The chart would be too colorful for the audience to read.

B. The chart could MISLEAD viewers by making the gap between 156 and 12 LOOK SMALLER than it is - because the 12 would barely appear on the truncated scale.

C. The chart would only work in certain languages.

D. The chart would still show the gap correctly with no problem at all.

6. Which is the BEST one-sentence summary of what LAYLA argues by combining all three sources?

A. Plastic bottles are bad for the environment.

B. Recycling melts plastic into pellets.

C. Reusable bottles substantially reduce a single person's plastic use (per the chart), recycling visibly works at the facility level (per the video), but globally only about 9 percent of plastic is recycled (per the interview), so individual reusable bottles AND systemic change are both needed.

D. I love drinking water from any kind of bottle.

7. Which question would BEST help a listener EVALUATE the EPA chart's reliability?

A. What color is the chart's background?

B. What is the chart's Y-AXIS SCALE, and exactly what calendar period does the data cover?

C. How large is the screen the chart is being displayed on?

D. What did Layla have for breakfast that day?

8. Layla could STRENGTHEN her presentation by adding ONE more source. Which addition would add the MOST NEW information?

A. A second cost chart for 2023 showing nearly identical bottle numbers.

B. A photograph of Layla's water bottle on her desk.

C. A peer-reviewed 2024 study measuring how plastic exposure from single-use bottles affects human or marine health.

D. A poster that says *I love water* in big letters.

9. Imagine Layla gives the SAME presentation but uses ONLY the EPA bar chart. What would she LOSE?

A. She would only lose the colors in the chart.

B. She would lose nothing, since one source is always enough.

C. She would lose both the visual process from the video AND the expert voice from Dr. Chen, so the audience would have only the personal-use comparison and would not see how recycling actually works or hear that only 9 percent of plastic is recycled globally.

D. She would lose the time of day the data was collected.

10. Pick ONE of the three sources. Which statement BEST identifies its main STRENGTH AND a specific LIMIT?

A. VIDEO: Strength - it has loud music. Limit - the music is too loud.

B. EPA CHART: Strength - shows the 156-vs-12 comparison in a single image. Limit - a misleading y-axis scale could exaggerate or hide the gap.

C. AUDIO: Strength - Dr. Chen has a calm voice. Limit - calm voices are always boring.

D. EPA CHART: Strength - charts are pretty. Limit - charts cost too much money to make.

Answer Keys

1	A	**B**	C	D	6	A	B	**C**	D
2	A	**B**	C	D	7	A	**B**	C	D
3	A	**B**	C	D	8	A	B	**C**	D
4	A	B	**C**	D	9	A	B	**C**	D
5	A	**B**	C	D	10	A	**B**	C	D

Explanations

1. B	The chart's job is the COMPARISON of two numbers, and B captures that comparison precisely. A is irrelevant. C is the video's content. D is the audio interview's setup.
2. B	B names a detail only the video shows (the bottle's PHYSICAL transformation into flakes and pellets). A is from the audio. C is from the chart. D is from the chart.
3. B	Audio interviews carry tone, emphasis, and the authority of a named expert - and Dr. Chen's pause around *9 percent* highlights a figure no chart or video shows. A is irrelevant. C is the video's job. D is the chart's job.
4. C	C names the real value of using multiple FORMATS: each format does something the others can't, so combining them strengthens the overall claim. A is false. B confuses sources with length. D is false.
5. B	Y-axis scale changes what a chart APPEARS to show: a zoomed-in axis can hide or exaggerate a real difference. B identifies that risk. A is irrelevant. C is irrelevant. D ignores the scale effect.
6. C	C names ALL THREE strands of evidence and ties them to the claim about needing both individual action and systemic change. A is vague. B captures only the video. D is unrelated opinion.
7. B	B zeroes in on the two things that determine whether a chart is fair: SCALE (does it distort?) and DATE/PERIOD (is it current and clear?). A, C, and D are irrelevant cosmetic details.
8. C	C adds a NEW kind of evidence (HEALTH outcomes) that none of the existing sources cover. A duplicates the chart. B has no analytical value. D is decoration, not evidence.
9. C	C names what each missing format was contributing: the video supplied the PROCESS, and the audio supplied the EXPERT VOICE and the global 9 percent figure. A is trivial. B contradicts the multi-source principle. D is irrelevant.
10. B	B is the only option that names a REAL source-appropriate strength (a side-by-side numeric comparison) AND a REAL source-appropriate limit (y-axis scale distortion). A, C, and D give surface or false strengths/limits.

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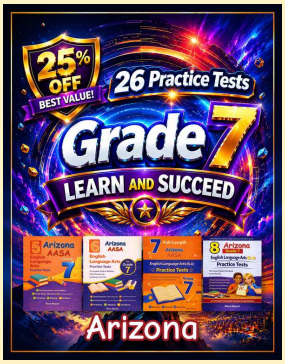

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