What makes a good life? Lessons from the longest study on happiness.

Author: Robert Waldinger
Date: Nov 2015
Time: (12:46)
Level: *** [B2/C1]

TED TALKS Link:
https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

PowerPoint Link: AVAILABLE IN PAID DOWNLOAD

Check these words before listening:

Key vocabulary

2. Sophomores (2nd year at university)
3. Disadvantaged families
4. Distracted
5. Nobody moves the ball further down the field
6. Alcoholism
7. To be toxic
8. Conflict
9. Grudge
10. A family Feud
11. Screen time

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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 comprehension 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

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).
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)
What makes a good life? Lessons from the longest study on happiness.
TED TALK: Robert Waldinger [Nov 2015. 12:46]

Millennial’s Survey

<table>
<thead>
<tr>
<th>Question</th>
<th>Percentage</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the main goals?</td>
<td>i.</td>
<td>ii.</td>
</tr>
<tr>
<td></td>
<td>iii.</td>
<td>iv.</td>
</tr>
<tr>
<td>2. What are we often told we need to do to ____________________________?</td>
<td>To</td>
<td>and a</td>
</tr>
<tr>
<td></td>
<td>more</td>
<td>______</td>
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</table>

The Study

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Name of study:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5. When did it begin?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6. How many</td>
</tr>
<tr>
<td></td>
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<tr>
<td>7. How many are still alive today?</td>
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<td></td>
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<tr>
<td>8. What were the research areas</td>
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<tr>
<td></td>
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<tr>
<td>Group 1:</td>
</tr>
<tr>
<td>i.</td>
</tr>
<tr>
<td>Group 2:</td>
</tr>
<tr>
<td>ii.</td>
</tr>
<tr>
<td>9. research areas</td>
</tr>
<tr>
<td>i. work</td>
</tr>
<tr>
<td>ii.</td>
</tr>
<tr>
<td>iii.</td>
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</tbody>
</table>
**True / False / Not Given (T/F/NG):**

Detailed research: The participants are...

<table>
<thead>
<tr>
<th></th>
<th>T / F / NG</th>
</tr>
</thead>
<tbody>
<tr>
<td>10. contacted and asked questions every year</td>
<td></td>
</tr>
<tr>
<td>11. asked to answer</td>
<td></td>
</tr>
<tr>
<td>12. interviewed only at Harvard</td>
<td></td>
</tr>
<tr>
<td>13. given</td>
<td></td>
</tr>
<tr>
<td>14. asked to give blood samples</td>
<td></td>
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<tr>
<td>15. are</td>
<td></td>
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<tr>
<td>16. checked for</td>
<td></td>
</tr>
<tr>
<td>17. The participant’s wives and children are interviewed too</td>
<td></td>
</tr>
<tr>
<td>18. The participant’s</td>
<td></td>
</tr>
<tr>
<td>19. Everything is</td>
<td></td>
</tr>
</tbody>
</table>

__ / 10

**Long studies / long research projects**

Studies like these Why?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>21. reason 1</td>
<td></td>
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<tr>
<td>22. reason 2</td>
<td></td>
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</tbody>
</table>

__ / 2

Why has this survived?

<p>| | |</p>
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<tbody>
<tr>
<td>23. Reason</td>
<td></td>
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</table>

__ / 1
Summaries - [put a suitable word in the gap – first letter of word is provided]

The Three Big Lessons

24. Lesson 1

Social __________ us but L____________ kills. People who have strong family and friend communities ________________ and live longer. People who are i____________ are less ______________ earlier in m____________ life, b______________ functions declines sooner and they love shorter lives. In fact, one in f___________ ________________.

25. Lesson 2:

It's not the number of __________ or not you are in a c__________ relationship. Living in c______________ is really bad for ________________ relationships is p_______________. Evidence ________________ how healthy they would be at e______________ years old.

26. Lesson 3:

Relationships don't just protect our bodies they protect our b___________. People in positive ____________ on that other ____________ of n___________, as a result their m______________.

Multiple choice questions - [choose only one answer]

27. The main message is...
   a) Close relationships ____________ and wellbeing
   b) Close relationships are good for our health and wisdom
   c) ______________ are good for our ______________

____ / 12

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28. The message for relationships is...
   a) Relationships quickly ________
   b) Building relationships is a lifelong challenge
   c) Relationships can ________

   ___ / 1

Solutions

29. What can be done to improve relationships with ________? Three things

   1. Replace ________ with people time

   2

   3

   ___ / 2

Final point a quote: [put a suitable word in the gap – first letter of word is provided]

30. Mark Twain:
   "There isn't time, so brief is life, for bickerings, apologies, ________ callings to account. There ________ for I______________, and but an i______________ so to ________ that."

   ___ / 2

Overall Mark = ___ / 46
What makes a good life? **ANSWERS**

**Millennial’s Survey**

<table>
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<tr>
<th>Percentage</th>
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<tr>
<td></td>
<td>i. 80%</td>
</tr>
<tr>
<td></td>
<td>iii. 50%</td>
</tr>
</tbody>
</table>

1. What are Millennials two main goals?

2. What are things we are given the impression to have a good life?

   To push **harder** and **achieve** more

**The Study**

3. Name of study: The Harvard Study of Adult Development

4. Length of time: 75 years

**ALL ANSWERS ARE INCLUDED IN PAID VERSION...**