



## YouTube Lecture Listeners

A selection of university lectures from top universities

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Level: \*\*\*\* \* [C1]

#### **Stanford University -Business**

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#### **Edinburgh Lecture – Psychology**

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**Stanford University -Business**  
Sell your ideas like Steve Jobs [[free download](#)]

## Lecture Listening Comprehension

**Aim:** To develop the students' ability to listen to a long lecture, to take notes, use those notes to answer a number of comprehension questions and then reflect on the lecture critically.

**Lesson Time:** Approximately 2:00 hours

### Lead in

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

### Differentiation

#### Challenging

1. Students listen once & take notes (*Use the blank note-taking page or page with sub-headings*).
2. Give 5 minutes to tidy notes.
3. Listen again & add to notes (use a different colour pen).
4. Distribute questions. Set 30 minutes to answer using their notes.
5. Feedback: Distribute or project **ANSWERS**.

#### Medium

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#### Easier

1. Distribute questions. Students have 15 minutes to read the questions.
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### Critical thinking questions

**Option 1:** Students individually reflect on the questions, make notes of their responses and write a short critical response paragraph to submit for teacher or peer feedback.

**Option 2:** Students ask and answer the questions in small groups.

**Full URL Link:**

Video: <http://www.youtube.com/watch?v=0q-wvAleUgk>

## Sell your ideas the Steve Jobs way

[Listening Comprehension Questions]

**Author:** Carmine Gallo

**University:** Stanford University

**Department:** Stanford Graduate School of Business

**Date:** February 2011

**Time:** 50:00

**Level:** \*\*\* \*\* [B2/C1]

**Link**[Link: <http://www.youtube.com/watch?v=0q-wvAleUgk>]

Check these words and phrases before listening:

### **Key vocabulary**

1. Persuasive
2. Intuition
3. Effectively
4. To convince sb of sth
5. Passion
6. Self-esteem
7. Enthusiastic
8. A sales pitch
9. Morgan Stanley (Leader in financial services)
10. A hero or villain
11. IBM (computer company)
12. Netbook
13. Cisco 320 TB router
14. Superiority
15. Malaria and mosquitoes
16. Dopamine
17. To reinvent sth
18. Memory processing
19. To leave a good impression on sb
20. Facial and hand gestures / body language / posture
21. Eye contact
22. Genius
23. Articulate vision
24. Selling dreams
25. Clarity

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**Note-taking Page (Blank) Page 1**

**Note-taking Page (Blank) Page 2**

**Note-taking Page (Sub-headings) Page 1**

**1. Introduction**

**2. A premise**

**3. Passion**

**Real Techniques**

**4. Big picture**

**5. The Problem (The antagonist)**

**Note-taking Page (Sub-headings) Page 2**

**6. Numbers**

**7. Think Visually**

**8. Emotionally Charged Events**

**9. Stage Presence**

**10. Summary**



## Sell your ideas the Steve Jobs way

[Link: <http://www.youtube.com/watch?v=0q-wvAleUgk>]

Use your notes to answer the following questions using the sections headings to help you.

### 1. Introduction

1.1. What is the title of the presentation?

1.2. What does he mean by 'a new way at looking at an old problem'?

1.3 What is the name of his best seller?

### 2. A premise

2.1. What is the premise he starts with?

### 3. Passion

3.1. In the Steve Jobs informal meeting video, what does he say about passion?

3.2. What is the reference to Richard Tate?

3.3. What is the reference to Starbucks?

### **Real Techniques**

#### 4. Big picture

4.1. What do you understand from 'the big picture' and the reference to Twitter?

#### 5. The Problem (The antagonist)

5.1 What do you understand about creating a story with a hero and a villain?

5.2. What are the THREE main elements in Steve Jobs' presentations?

- i.
- ii.
- iii.

5.3. What was the point about Intel's new processor 'Sandy Bridge'?

5.4. How did Steve Jobs introduce the iPad?

## **6. Numbers**

6.1. How should you bring numbers into a presentation?

## **7. Think Visually**

7.1. Why does PowerPoint create mediocre presentation slides?

7.2. How does Steve Jobs use presentation slides?

7.3. What is discussed on the topic of 'picture superiority'?

7.4. How do you think visually when creating presentation slides?

## **8. Emotionally Charged Events**

8.1. What is discussed on the topic of 'emotionally charged events'?

8.2. What example did he use to demonstrate a multisensory experience in presenting?

## **9. Stage Presence**

9.1 What are the THREE main points with mastering stage presence?

- i.
- ii.
- iii.

## **10. Summary**

10.1. Are you selling dreams or products and why?

10.2. Steve Jobs talks about the Apple Brand. Name some of the things he says.

10.3. What is the 'one more thing...' in Apple presentations?

10.4. The final summary is....

Critical thinking: Do you agree with this lecture? What did you like / dislike? Can we all be like Steve Jobs? Do you think some people have more charisma than others? Can we always be passionate about everything we present? Surely, Apple's 'think differently' and 'believe in your dreams' are intelligent marketing phrases that are made to make us think we are special when we are really the same as everyone else? Anything else?

## Sell your ideas the Steve Jobs way – ANSWERS

### **1. Introduction**

1.1. What is the title of the presentation?

The new rules of persuasive presentations.

1.2. What does he mean by 'a new way at looking at an old problem'?

How do we sell our new ideas effectively?

1.3 What is the name of his best seller?

The presentation secrets of Steve Jobs

### **2. A premise**

2.1. What is the premise he starts with?

'A person can have the greatest idea in the world but if that person cannot convince others, it doesn't matter!'

### **3. Passion**

3.1. In the Steve Jobs informal meeting video, what does he say about passion?

People with passion can change the world for the better.

3.2. What is the reference to Richard Tate?

He created a board game called 'Cranium'. Everyone said it wouldn't work, but he followed his dreams. Sold a million games with no advertising; our customers are our best sales force. Great ideas come from a feeling. He says don't take NO for an answer.

3.3. What is the reference to Starbucks?

The CEO in interviews doesn't talk about coffee but selling a workplace (a workplace should treat people with dignity and respect).

### **Real Techniques**

#### **4. Big picture**

4.1. What do you understand from 'the big picture' and the reference to Twitter?

The brain craves meaning before details and if you can't summarise your idea in 140 characters then your sales pitch isn't very good. People want the big picture before the details. (Examples: a tiger, Morgan Stanley presentation, MacBook Air slide 'the thinnest notebook', iPad, the Beatles on iTunes). It takes courage to be simple.

#### **5. The Problem (The antagonist)**

5.1 What do you understand about creating a story with a hero and a villain?

Presenting is like telling a good story and people want a hero and a villain. The example was between IBM (villain) and Apple (hero). It can also be a problem and a solution. The example was of the iPhone (digital keypad).

5.2. What are the three main elements in Steve Jobs' presentations?

1) Inform 2) Educate 3) Entertain.

5.3. What was the point about Intel's new processor 'Sandy Bridge'?

Poor advertising. The messaging needed to change. Don't focus on the chip and its features but focus on what the features will do for you. Sell the benefit (the hero) and how it will benefit my life.

5.4. How did Steve Jobs introduce the iPad?

By identifying its tasks and using the Netbook as the villain.

## **6. Numbers**

6.1. How should you bring numbers into a presentation?

By contextualising them. Examples: 5GB iPod = 1,000 songs in your pocket (creates interest and context). Cisco is very good at this too (John Chambers CEO). Example: The Cisco 320 TB router 'powerful enough to stream every movie ever made in 4 minutes / download congress library in 1 sec'.

## **7. Think Visually**

7.1. Why does PowerPoint create mediocre presentation slides?

Its default is headings and bullet points. This creates a set pattern in slide creation.

7.2. How does Steve Jobs use presentation slides?

The slides compliment the messenger. Steve jobs is the central figure and the slides are the backdrop. The slides serve to compliment the story.

7.3. What is discussed on the topic of 'picture superiority'?

A picture aids 65% memory processing / retention as opposed to only 10% using words. According to John Medina, the brain interprets every letter as a picture, so the brain is choking on text in a PowerPoint presentation. In fact, reading and listening to someone talk at the same time is impossible to concentrate on either.

7.4. How do you think visually when creating presentation slides?

Before you create your slides, begin with sketching, brainstorming and whiteboarding. Visual slides can create 'holy smoke' moments (the one moment everyone remembers in a presentation).

## **8. Emotionally Charged Events**

8.1. What is discussed on the topic of 'emotionally charged events'?

The more emotion and feeling in a PowerPoint, the more the presentation will be remembered. This is because it releases dopamine into the brain that records the event. Example 1: Steve Jobs taking the MacBook Air out of an envelope.

Example 2: Steve Jobs introducing the iPhone by not showing it first but by engaging the audience and using strong emotive phrases like 'Today Apple will reinvent the phone'.

8.2. What example did he use to demonstrate a multisensory experience in presenting?

He used Bill Gates TED Talk about Malaria. Bill pretends to release mosquitoes into the room. The experience was made memorable.

## **9. Stage Presence**

9.1 What are the three main points with mastering stage presence?

65% of impression on people is through facial, gestures and body language.

1) Eye contact (80-90%). 2) Open posture. 3) Hand gestures.

## **10. Summary**

10.1. Are you selling dreams or products and why?

Selling dreams. People only care about themselves and what's in it for me.

10.2. Steve Jobs talks about the Apple Brand. Name some of the things he says.

I'd love to make computers that are easy to use for everyday people. Think differently. We sell tools for people to change the world. People need inspired products to change the world. In craziness we see genius. We focus on the customer to articulate vision.

10.3. What is the 'one more thing...' in Apple presentations?

Dream bigger and believe in your dreams.

10.4. The final summary is....

Deliver and communicate your ideas with confidence, clarity and passion.

## **NASA Lecture – Science**

### **1. How to search for life on other planets**

## Lecture Listening Comprehension

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#### **Full URL Link:**

Video: <http://www.youtube.com/watch?v=meTsy1ktQIY>



## How do we search for life on other worlds?

[Listening Comprehension Questions]

**Author:** Dr C. McKay

**Organisation:** NASA

**Department:** Science - *Astrobiology the search for life in the solar system*

**Date:** May 2007

**Time:** 53:11

**Level:** \*\*\*\*\* [C1]

**Link:** <http://www.youtube.com/watch?v=meTsy1ktQIY>

Check these words before listening:

### **Key vocabulary**

1. Solar system
2. Synthetic biology
3. Atmosphere
4. Preserved
5. Spacecraft exploration
6. Pressure
7. Stability
8. Organism
9. Orbit
10. Polar regions
11. Geological/geologists
12. Plate tectonics
13. Habitable
14. Astronomers
15. Erosion
16. Inconsistent
17. Antarctica
18. Glaciers
19. Ecology
20. Photosynthesis
21. Fossils
22. Martian
23. Corpse
24. Permafrost
25. Contaminated
26. Crater
27. Magnetic
28. Icebergs

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## How do we search for life on other worlds?

[ <http://www.youtube.com/watch?v=meTsy1ktQIY> ]

Use your notes to answer the following questions.

**1. What TWO reasons does he give for why the search for life is interesting?**

- i.
- ii.

**2. What is he trying to show through comparing oranges and apples?**

**3. What THREE examples are given for where we can get a 2<sup>nd</sup> genesis of life?**

- i.
- ii.
- iii.

**4. What is the outline of the talk?**

- i.
- ii.

**5. What are the THREE reasons why Mars is the number one target in the search of life?**

- i.
- ii.
- iii.

**6. How does the pressure on Mars compare to Earth and what are the implications?**

- i.
- ii.

**7. What are the FIVE current missions to Mars?**

- i.
- ii.
- iii.
- iv.
- v.

**8. What does the picture of 'Nanedi' show?**

**9. What THREE pieces of evidence did the rovers find that showed water existed on Mars?**

- i.
- ii.
- iii.

**10. What FOUR points does he say about why Mars does not look like Earth now?**

- i.
- ii.
- iii.
- iv.

**11. What is important about the Gusey Crater and the connection to Earth?**

**12. Why is NASA not looking for fossils on Mars?**

**13. Explain how Mars and Earth are not biologically isolated?**

**14. How will NASA go about searching for 'forensic evidence'?**

**15. Where is the best place on Mars to drill for forensic evidence?**

**16. What are the THREE pieces of evidence that Europa has water?**

- i.
- ii.
- iii.

**17. Explain how NASA is going to collect samples?**

**18. Where is 'Enceladus'? What is the evidence for life here?**

- i.
- ii.

**19. What do the scientists want to do with the samples?**

- i.
- ii.
- iii.

**20. Summary.**

**Critical thinking:** *Do you agree with everything that was said? What are the foreseeable problems with some of these ideas? Can research be really viable when based on photos and pictures? What are the advantages of finding evidence of biological life on other planets? Isn't it possible that we will contaminate the planets with biological life by sending spacecrafts to them? Micro-organisms are important, but surely what we are really searching for is intelligent life forms? What about the funding for such research, who is responsible for the billions of dollars needed? Shouldn't more research be placed into more environmental ways of conserving life on Earth? Anything else?*

## How do we search for life.... ANSWERS

### **1. What TWO reasons does he give for why the search for life is interesting?**

- i. Discovering a 2nd Genesis of life will allow us to do comparative biochemistry - to compare and contrast our life with another type of life.
- ii. To know that life has common characteristics throughout the universe not just on Earth.

### **2. What is he trying to show through comparing oranges and apples?**

To emphasize that the search for another origin of life is like doing a study on fruit but only having oranges. It would be nice to have apples and other fruit for a more elaborate study.

### **3. What THREE examples are given for where we can get a 2<sup>nd</sup> genesis of life?**

- i. Make in a laboratory (synthetic biology).
- ii. Find on Mars or Europa.
- iii. Listen for them to call.

### **4. What is the outline and purpose of the talk?**

- i. To discuss what the best worlds are for searching for evidence of life in our solar system.
- ii. How they plan to do it.

### **5. What are the THREE reasons why Mars is the number one target in the search of life?**

- i. It has a past of liquid water.
- ii. Presence of an atmosphere.
- iii. Potential for preservation of evidence of life.

### **6. How does the pressure on Mars compare to Earth and what are the implications?**

- i. It is 100 times thinner.
- ii. This has implications for the stability of liquid water.

### **7. What are the FIVE current missions to Mars?**

- i. Mars Global Surveyor (lost).
- ii. Mars Odyssey.
- iii. Mars Exploration.
- iv. Mars Express.
- v. Mars Reconnaissance Orbiter.

### **8. What does the picture of 'Nanedi' show?**

It shows water flow evidence: a probable canyon.

### **9. What THREE pieces of evidence did the rovers find that showed water existed on Mars?**

Evidence of water: i. In the layered rocks. ii. In the salt distribution. iii. In concretions (so called blueberries).

### **10. What FOUR points does he say about why Mars does not look like Earth now?**

- i. It is too small; 1/10th of Earth.
- ii. It has no plate tectonics.
- iii. It has less gravity.
- iv. It has no magnetic field.

**11. What is important about the Gusey Crater and the connection to Earth?**

It shows a crater lake and a large river. The surrounding area is a moonscape suggesting that it has never seen rain; more evidence of cold temperatures and ice. The connection to Earth is that places like the Dry Valley of Antarctica and Lake Vanda and the Onyx river are used for study as they replicate similar conditions to Mars. The point is that micro-organisms have been found here so it demonstrates that life grows in climates like Mars.

**12. Why is NASA not looking for fossils on Mars?**

Fossils tell us only that there was life on Mars BUT not the nature of that life or its relationship if any to life on Earth. He says that all life on Earth is connected to DNA - one blueprint. The question is whether Martian life is linked to the same tree of life?

**13. Explain how Mars and Earth are not biologically isolated?**

Rocks and substance have exchanged - 30 rocks found on Earth have come from Mars. These are all possible meteorites. E.g, ACH84001 has bubbles of gas that are the same as the composition of the atmosphere measured by Viking. BUT does the process go the other way?

**14. How will NASA go about searching for 'forensic evidence'?**

They wish to find organisms preserved in permafrost. The evidence comes from research in Siberia where 'viable' bacteria has still been found alive in Permafrost that is 3.5 million years old. NASA wants to develop arctic drilling and take this to Mars BUT there needs a calculation for contamination.

**15. Where is the best place on Mars to drill for forensic evidence?**

In the South where the ice is. Also, there is evidence of crustal magnetic features in the rock around this area, thus suggesting that the area is relatively undisturbed and ancient.

**16. What are the THREE pieces of evidence that Europa has water?**

- i. It is an ice covered world so there could be water underneath the ice.
- ii. They think they can see icebergs on the surface of Europa.
- iii. Europa has a strong magnetic field indicating that there is a conductor causing a disturbance. This conductor is a 'global salty water ocean'.

**17. Explain how NASA is going to collect samples?**

Ice Clipper Sample Return Mission. A small space vehicle will release a copper ball onto the surface of Europa causing an impact similar to a car bomb, which in turn will release particles from the surface into the air, and the space craft will collect these samples and bring them back to Earth.

**18. Where is 'Enceladus'? What is the evidence for life here?**

- i. Enceladus is a small moon of Saturn.
- ii. Pictures have revealed that jets of H<sub>2</sub>O are coming out of its South Pole spewing into space. Presumably, coming from a pressurised pocket of water from under the surface of the planet.



**19. What do the scientists want to do with the samples?**

- i. Find out if it is biological in origin.
- ii. Find out if it is like us or alien by analysing its DNA.
- iii. If it is alien and does not have DNA, then they will use the 'Lego Principle', which is to look at the small components that make up life.

**20. Summary.**

The optimistic search is that we will find life but with a different chemistry.

## **Medical Lecture – Cardiology**

### **2. Natural strategies for health**

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**Full URL Link:**

Video: <http://www.youtube.com/watch?v=Oldcxc50sWl>

## Natural strategies for high-ranking health

**Author:** Dr Stephen Devries

**University:** Northwestern University

**Subject:** Medicine (Cardiology)

**Title:** Integrative approaches to prevent heart disease

**Date:** May 2013

**Time:** 40:00 + questions to speaker

**Level:** \*\*\*\* \* [B2/C1]

**Link:** <http://www.youtube.com/watch?v=Oldcxc5OsWI>

Check these words before listening:

### **Key vocabulary**

1. Intuition
2. Optimal health
3. Algorithms
4. Cardiology
5. Blood vessels
6. Stents
7. Preventive medicine
8. Mediterranean diet
9. Randomised
10. Green leafy vegetables
11. Asthma
12. Genetic
13. Antioxidants
14. Carbohydrates
15. Diabetes
16. Glycaemic load
17. Multi-grain
18. Phytosterol
19. Magnesium
20. Monosaturated fat
21. Plaques
22. CAD (Coronary Artery Disease)
23. Nutrition
24. Physiological benefits
25. Biophilia
26. Meditation
27. Systolic BP

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**Note-taking Page (Sub-headings) Page 1**

**1. Introduction**

**2. Mediterranean Diet: Lyon Heart Study**

**3. Carbohydrates**

**4. Whole Grains**

**5. Nuts**

**Note-taking Page (Sub-headings) Page 2**

**6. Nutrition on modern medicine**

**7. Exercise**

**8. Mind and body connection**

**9. Biophilia**

**10. Summary**



## **Natural strategies for high-ranking health** - Dr Stephen Devries

Use your notes to answer the following questions using the sections headings to help you.

### **1. Introduction**

1.1 How is Google connected to the perfect place for optimal health?

1.2 What is the outline of his talk?

1.3. What is the priority in cardiology at the moment and what are the risk cuts?

### **2. Mediterranean Diet: Lyon Heart Study**

2.1. What was the study using the Mediterranean diet? What were the results?

2.2. What is the important point about the health of the next generation?

2.3. How should we look at fruit?

2.4. Discuss the relevance of green leafy vegetables, especially spinach.

2.5. What is significant about blueberries and strawberries?

### **3. Carbohydrates**

3.1. Discuss carbohydrates, diabetes and Glycemic load.

### **4. Whole Grains**

4.1. What are some examples of whole grains.

4.2. What is misleading about the labelling of whole grains?

### **5. Nuts**

5.1. What are the four nutritional parts to nuts and what has the research proven?

5.2. Many people, who are losing weight, worry about the calorific content of nuts. What was the advice?

### **6. Nutrition on modern medicine**

6.1. Why is nutrition not part of treatment for heart disease?

6.2. What is the Gable Institution doing to help trainee cardiologists?

### **7. Exercise**

7.1. What was said about how exercise helps to reduce heart disease?

## **8. Mind and body connection**

8.1. What has the research shown in relation to the mind and body connection?

8.2. Does meditation help?

## **9. Biophilia**

9.1. What is 'biophilia'?

9.2. What is the connection between biophilia and recovery from surgery?

9.3. Do breathing exercises work in reducing blood pressure?

## **10. Summary**

10.1. What was the overall summary?

*Critical thinking: What do you think of this lecture? Has anything surprised you? If so, what? what was missing from the lecture? Did some examples he gave need more support? Can you really use rabbits as an example for social interaction? Don't we already know that nutrition is key to a healthy life? Why don't people eat healthy food, meditate and do exercise? Are we too reliant on medicine and doctors? Why don't doctors suggest food and nutrition as a treatment? Governments in the UK already promote 5 a day fruit and vegetable portions, is this working? what could be the real underlying problem? anything else?*

## Natural strategies for high-ranking health **ANSWERS**

### **1. Introduction**

1.1. How is Google connected to the perfect place for optimal health?

Lots in common in people searching for health answers and health follows similar algorithms and ranking. Ranking: nutrition and quality links (mind and body).

1.2. What is the outline of his talk?

To express that traditional medicine is not front and centre. Discuss the ideas of modern cardiology and establish and promote education of natural approaches (nutrition and mind and body) through the non-profit organisation of Gaples Institute.

1.3. What is the priority in cardiology at the moment and what are the risk cuts?

'Stents' which are devices that prop open blood vessels. However, the risk cut is 0% in preventing a heart attack or saving a life. Nutrition, on the other hand, has 72% risk cut. Therefore, the goal is preventative medicine rather than using the high technology of Stents.

### **2. Mediterranean Diet: Lyon Heart Study**

2.1. How was the study conducted? What were the results?

423 patients with a prior heart attack randomised into 2 groups. Group 1 followed a low fat diet. Group 2 followed a Mediterranean diet (more fruit, vegetables, fish, nuts, olive oil, canola oil, whole grains, less red meat).

72% had fewer heart problems on a Mediterranean diet over 5 years.

One significant point: The graph shows a quick change in health. Many people used to believe that changes in diet took longer (Circulation, 1999).

2.2. What is the important point about the health of the next generation?

Expectant mothers eating this type of diet can reduce childhood asthma by 70%. Many people believe that diseases are genetic but this study shows that nutrition can activate genes differently which in turn alters the outcome (Thorax, 2008).

2.3. How should we look at fruit?

Look at it as medication.

2.4. Discuss the relevance of green leafy vegetables, especially spinach.

1 serving of green leafy vegetables a day can reduce coronary risk by 23% (Ann Intern Med 2001). It (spinach) cannot be put in a pill as it can't be replicated; the list of ingredients is too complicated.

2.5. What is significant about blueberries and strawberries?

They are antioxidants. They enlarge blood vessels and help to lower blood pressure. Trial: 3 servings a week for 93,000 women over 18 years = 34% reduced risk of heart attack (Circulation 2013).

### **3. Carbohydrates**

3.1. Discuss carbohydrates, diabetes and glycemic load.

Carbohydrates are another important part of nutrition especially their ability to release sugar. By 2050 1:3 adults will be a diabetic (CDC - Centre for Disease Control). Glycemic Load is the amount of sugar released from food: high >20, med 11-19, low <10. Surprisingly, a donut is 14 while a bagel 33 due to the starch and weight. A white potato is 29 while a sweet potato is 15.

### **4. Whole Grains**

4.1. What are some examples of whole grains.

Oatmeal, quinoa, brown rice, barley, bulgar, farro and popcorn.

4.2. What is misleading about the labelling of whole grains?

Some products are labeled 'multigrain' which is not whole grain. It should say 100% whole grain for it to be a healthy choice.

### **5. Nuts**

5.1. What are the four nutritional parts to nuts and what has the research proven?

Phytosterol, magnesium, vitamin E and monosaturated fat.

37% reduction in heart disease when 4 handfuls of nuts are eaten each week. Lots of research done on walnuts and almonds but this study was on all nuts (Am J Clin Nutr, 2009).

5.2. Many people, who are losing weight, worry about the calorific content of nuts. What was the advice?

Nuts make you feel full, which in turn makes you eat far less, so fewer calories of the other foods are consumed which help you to lose weight.

### **6. Nutrition on modern medicine**

6.1. Why is nutrition not part of treatment for heart disease?

It is not recognised in the accreditation requirement for doctors training to become cardiologists.

6.2. What is the Gable Institution doing to help trainee cardiologists?

It is helping new doctors to become 'cardiology cooks' with the idea that if they are a role model and use the nutrition in their own life, they will share the information more easily.

### **7. Exercise**

7.1. What was said about how exercise helps to reduce heart disease?

'A little goes a long way'. A 30-minute walk a day cuts heart disease by 14% (Circulation, 2011). Daily exercise in 3 x 10-minute sessions maintains physiologic benefits more than 1x30 minute session (MediSci Sports Exercise Aug, 2012).

### **8. Mind and body connection**

8.1. What has the research shown in relation to the mind and body connection?

Thinking and positive emotions have an effect on heart disease. The importance of

social interaction and touch: There were 60% fewer plaques in rabbits that were regularly petted (Science, 1980). The point is that social interaction has a positive effect on the subject. The value of human touch creates trust.

### 8.2. Does meditation help?

Yes. 201 patients who had CAD (coronary artery disease) randomised into 2 groups. Group 1 meditated twice a day and group 2 didn't meditate. The study was done over 5 years and the results showed that there was a 48% reduction in heart problems in the ones who mediated. (Circ Cardiovasc Qual Outcomes, 2012). This is astounding because no drug can do this.

## **9. Biophilia**

### 9.1. What is 'biophilia'?

Biophilia is a longing to be around nature or natural environments.

### 9.2. What is the connection between biophilia and recovery from surgery?

Research was done on people recovering from surgery. Half of the patients had their beds placed next to a window with a view of trees and a nature scene, and the other half had their beds next to the hallway with no view. The tree group recovered quicker with less drugs (Science, 1984).

### 9.3. Do breathing exercises work in reducing blood pressure?

Yes, evidence from research suggests that by slowing down breathing / focus on breathing for 25 min a week for 8 weeks can reduce blood pressure by 15mmHg drop in Systolic BP. Unlike some medicine, there are no side effects.

## **10. Summary**

### 10.1. What was the overall summary?

There is so much missing from medicine at the moment. This organisation has been setup to inform communities, drive change, single minded mission on education, no product to sell but to expand the reach to the people, try to develop change in nutrition. These are not minor things but major and significant changes. Overall, saving lives.

**University of South Australia Lecture – Business**  
**3. Marketing in a recession**

## Lecture Listening Comprehension

**Aim:** To develop the students' ability to listen to a long lecture, to take notes, use those notes to answer a number of comprehension questions and then reflect on the lecture critically.

**Lesson Time:** Approximately 2:00 hours

### Lead in

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

### Differentiation

#### Challenging

1. Students listen once & take notes (*Use the blank note-taking page or page with sub-headings*).
2. Give 5 minutes to tidy notes.
3. Listen again & add to notes (use a different colour pen).
4. Distribute questions. Set 30 minutes to answer using their notes.
5. Feedback: Distribute or project **ANSWERS**.

#### Medium

1. Students listen once & take notes (*Use the blank note-taking page or page with sub-headings*).
2. Distribute questions. Set 20 minutes to answer using their notes.
3. Listen again. Students answer the missed questions as they listen.
4. Give an extra 10 minutes to consolidate answers.
5. Feedback: Distribute or project **ANSWERS**.

#### Easier

1. Distribute questions. Students have 15 minutes to read the questions.
2. Students listen & answer the questions.
3. Give 10 minutes to tidy answers.
4. Students listen again. Check answers & answer missed questions.
5. Give 10-15 minutes to tidy answers.
6. Feedback: Distribute or project **ANSWERS**.

### Critical thinking questions

**Option 1:** Students individually reflect on the questions, make notes of their responses and write a short critical response paragraph to submit for teacher or peer feedback.

**Option 2:** Students ask and answer the questions in small groups.

**Full URL Link:**

<https://www.youtube.com/watch?v=a6HCgnZUj-0>



# A Guide to Marketing in a Recession

[Listening Comprehension Questions]

**Author:** Rachel Kennedy

**University:** University of South Australia

**Department:** Business Marketing

**Subject:** Business *strategies in an economic downturn*

**Date:** 2009

**Time:** 44:25

**Level:** \*\*\*\* [B2/C1]

**Link:** <https://www.youtube.com/watch?v=a6HCgnZUj-0>

Check these words and phrases before listening:

## **Key vocabulary**

1. Marketing science
2. Blue chip companies
3. Predictable patterns
4. Consumer behaviour
5. Vulnerable
6. To launch a product
7. Private labels
8. Habitual
9. To give up/ to stretch out/ to postpone
10. Stagflation
11. High inflation
12. Counter cyclical
13. A slump
14. Price elasticity
15. Henry Ford (famous person)
16. A benchmark
17. Reuse, recycle, repair and reinvest
18. Campaigns
19. A reach
20. Saturation
21. Gold Standard Measurement
22. Budget contract
23. A commercial break
24. Cannibalisation
25. Review the metrics

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**Note-taking Page (Blank) Page 1**

**Note-taking Page (Blank) Page 2**

**Note-taking Page (Sub-headings) Page 1**

**1. Introduction**

**2. Consumer Behaviour**

**3. Pricing**

**Note-taking Page (Sub-headings) Page 2**

**4. Advertising**

**5. New Products**

**6. Summary**

## A Guide to Marketing in a Recession – Dr Kennedy

<https://www.youtube.com/watch?v=a6HCgnZUj-0>

Use your notes to answer the following questions using the sections headings to help you.

### **1. Introduction**

1.1. What is Ehrenberg-bass?

1.2. Why does she refer to Ehrenberg-bass as 'old-fashioned Scientists'?

1.3. Are recessions a new phenomenon? Why/why not?

### **2. Consumer Behaviour**

2.1. What is the good news about consumer behaviour?

2.2. What do you understand from the point on 'the nature of buying'?

2.3. What did the example of 'Mr Christmas' emphasise?

2.4. What is meant by 'stagflation'? How are private labels (P.Ls) affected in economic slumps and recoveries?

- i.
- ii.
- iii.

### **3. Pricing**

3.1. What are the SIX factors that cause reactions to price changes?

- i.
- ii.
- iii.
- iv.
- v.
- vi.

3.2. What does the term 'elasticity' mean?

### **4. Advertising**

4.1. What is the quote by Henry Ford?

4.2. What is 'share of voice'? What are the benchmarks for this?

- i.
- ii.

4.3. How much should you spend on advertising?

4.4. What are the FOUR guidelines to follow in advertising?

- i.
- ii.
- iii.
- v.

4.5. What do you need to be careful of from 'cheap media deals'?

4.6. What do you understand about the 'advertising response curve'?

4.7. What is the important aspect to remember when the budget contracts?

## **5. New Products**

5.1. Is a recession a good time to launch a new product?

## **6. Summary**

6.1. What does she say about consumer behaviour?

6.2. What does the slide on 'time for a commercial break' report?

6.3. What are the nine 'key actions' she mentions?

- i.
- ii.
- iii.
- iv.
- v.
- vi.
- vii.
- viii.
- ix.
- x.

**Critical thinking:** Do you agree with this lecture? Is she saying anything new? What is important and what was irrelevant? What would be your main focus if you were a business in a recession? Surely, some luxury good companies will go bankrupt? Anything else?

## A Guide to Marketing in a Recession **ANSWERS**

### **1. Introduction**

1.1. What is Ehrenberg-bass?

Institute for marketing science. Blue chip companies annually invest in Ehrenberg-bass for them to tackle fundamental questions such as about buying, how brands compete and how marketing works.

1.2. Why does she refer to Ehrenberg-bass as 'old-fashioned Scientists'?

Research is done like the old research methods by looking at predictable patterns and their implications. They get reusable results, which are meaningful not just statistical.

1.3. Are recessions a new phenomenon? Why/why not?

No, there is historical evidence (1903 - 2010) that show this, and we can learn from history.

### **2. Consumer Behaviour**

2.1. What is the good news about consumer behaviour?

Consumers are habitual.

2.2. What do you understand from the point on 'the nature of buying'?

Brands have a distribution of heavy / medium / light buyers.

2.3. What did the example of 'Mr Christmas' emphasise?

Recession has an impact on spending, but people still want these goods and will make choices to give up, stretch out or postpone.

2.4. What is meant by 'stagflation'? How are private labels (P.Ls) affected in economic slumps and recoveries?

i. Stagflation is recession and high inflation.

ii. Counter cyclical as in a slump more people buy P.Ls.

iii. In a recovery, some people go back to market brands but not all.

### **3. Pricing**

3.1. What are the SIX factors that cause reactions to price changes?

i. Increase price. ii. Passing a reference price. iii. Priced near average. iv. Your brand is small and you increase. v. The price moves past that of the market leader. vi. The price is signaled.

3.2. What does the term 'elasticity' mean?

Short-term response/effect to a change. Price elasticity is negative. A rise in price means that sales go down.

### **4. Advertising**

4.1. What is the quote by Henry Ford?

" A man who stops advertising to save money is like a man who stops a clock to save time."



4.2. What is 'share of voice'? What are the benchmarks for this?

- i. The total of advertising for your industry you have.
- ii. Share of voice and share of market = a pattern. BENCHMARK- if you have a high share of the market like 40%, you can underspend on advertising. If you have a small share, you overspend.

4.3. How much should you spend on advertising?

You need to understand your share of voice and share of market. If advertising elasticity is 0.10, advertising budget should be 10% of gross profits.

4.4. What are the FOUR guidelines to follow in advertising?

- i. Clearly branded and likeable advertising.
- ii. Reuse, recycle, repair and reinvest in campaigns that worked.
- iii. Work with existing memory structures that enhance recognition and buying.
- v. Assess your media spend and scheduling.

4.5. What do you need to be careful of from 'cheap media deals'?

That they give reach and not saturation.

4.6. What do you understand about the 'advertising response curve'?

It is better to advertise to different people rather than all the same people lots of times because you'll receive a better sales response.

4.7. What is the important aspect to remember when the budget contracts?

It is important not to ignore light buyers (40-50% sales) as they offer the greatest opportunity for growth.

## **5. New Products**

5.1. Is a recession a good time to launch a new product?

Past experience shows that new products can succeed in hard times.

## **6. Summary**

6.1. What does she say about consumer behaviour?

Recessions do not change consumer behaviour much.

6.2. What does the slide on 'time for a commercial break' report?

GDP and advertising spend follow similar patterns but advertising spend decreases more.

The advice is go against the pattern and be consistent.

6.3. What are the NINE 'key actions' she mentions?

- i. Lower growth targets.
- ii. Maintain marketing support.
- iii. Keep up with competitors.
- iv. Increase retailer investment in private labels .
- v. Don't price promote.
- vi. Watch competitors.
- vii. Remember light customers.
- viii. Cheap media needs reach.
- ix. Remember the size of your business.

**RSA Lecture – Psychology**  
4. The secret power of time

## Lecture Listening Comprehension

**Aim:** *To develop the students' ability to listen to a long lecture, to take notes, use those notes to answer a number of comprehension questions and then reflect on the lecture critically.*

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#### **Full URL Link:**

Video: <https://www.youtube.com/watch?v=eJybVxUiy2U>

## The Secret Power of Time

**Author:** Prof Philip Zimbardo

**University:** RSA

**Department:** Psychology: *Perspectives on how time affects our work, health and well-being*

**Date:** April 2010

**Time:** 45:00

**Level:** \*\*\*\* \* [C1]

**Link:** [ <https://www.youtube.com/watch?v=eJybVxUiy2U> ]

Check these words and phrases before listening:

### **Key vocabulary**

1. Temptation
2. Impulsive, impulsivity, impulse, impulsively
3. Resisting
4. Yielding
5. Reflective
6. Indecisive
7. Moody
8. Cooperative
9. Self-reliant
10. Curriculum
11. Perspective
12. Unconsciously
13. Bias
14. Biologically
15. Socially
16. Improvisation
17. Hedonism/hedonistic
18. Fatalism
19. Conscientious, conscientiously, conscientiousness
20. Sensation
21. Variable
22. Self-esteem
23. Stability
24. Ego
25. Novelty seeking
26. Aggression
27. Consequences
28. Anxiety
29. Rewired
30. Trauma

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**Note-taking Page (Blank) Page 1**

**Note-taking Page (Blank) Page 2**

**Note-taking Page (Sub-headings) Page 1**

**1. Introduction**

**2. The Marshmallow Test**

**3. Time Perspectives**

**Note-taking Page (Sub-headings) Page 2**

**4. University Experiments**

**5. Time Perspective Foundations of Emotions, Motives and Actions**

**6. Dropping out of school**

**7. The current world situation**

**8. Application to therapy**



## The Secret Power of Time — Prof Philip Zimbardo

Use your notes to answer the following questions using the sections headings to help you.

### **1. Introduction**

1.1. What is the focus of the lecture?

1.2. Why does he start with a picture of Adam & Eve by Lukus Cronic?

### **2. The Marshmallow Test**

2.1 How did the marshmallow test work?

2.2. What did the marshmallow tests show?

2.3. What did the research show 14 years later with the same group of children?

2.4. How is his new book connected to this experiment?

2.5. What are the most important lessons for the curriculum?

### **3. Time Perspectives**

3.1. What is the study of time perspectives?

3.2. What is his argument in relation to time perspectives?

3.3. Time perspectives are essential for what present and past constructs?

3.4. How does he describe the thoughts people have for present, past and future decisions?

3.5. What is the meaning of the six main time zones that people live in?

Time Zone	Meaning
Past time perspective 1	
Past time perspective 2	
Present time perspective 2	
Present time perspective 2	
Future time perspective 1	
Future time perspective 2	

3.6. What are the biases that effect the time perspective?

3.7. What are the characteristics of the following time perspectives:

Time Perspectives	Characteristics
Future	
Past positive	
Present	
Present hedonistic	
Present fatalistic	
Past negative	

#### **4. University Experiments**

4.1. What was the experiment for Stanford students?

4.2. What were the results of the Stanford study?

4.3. What was the experiment on Stanford and Cornell students?

4.4. What were the results of the Stanford and Cornell study?

**5. Time Perspective Foundations of Emotions, Motives and Actions**

5.1. What are some of the positives for the following time perspectives?

Time Perspective	Positives
Past TP	
Present TP	
Future TP	

5.2. What are some of the negatives for the following time perspectives?

Time Perspective	Negatives
Past TP	
Present TP	
Future TP	

5.3. What is the optimal profile?

Time Perspective	High, moderate or low?
Past positive	
Future	
Present hedonistic	
Past negative	
Past fatalistic	

**6. Dropping out of school**

6.1. Who is more likely to drop out of school in the US?

6.2. What is the effect of dropping out of school?

**7. The current world situation**

7.1. Why is the world in a terrible situation now?

7.2. Who is involved in conservation and sustainability?

**8. Application to therapy**

8.1. How can time therapy help Post Traumatic Stress Disorder?

8.2. What were the results of time therapy with people suffering from PTSD?

Critical thinking - *What did you think of the lecture? Do you agree with the ideas? What do you disagree with? Is the lecture a book promotion? Can it be so simple to classify people into these groups? Which group would you be? Could the study on young people be bias in that many young people don't develop future thinking until later in life? Is the research sample too small? Are some of his ideas generalizations? What ideas does he offer to help people become more time balanced? Is society in a present orientation? Can you change if you are religious? How can school systems be changed to cater for the digital generation? Anything else?*

## The Secret Power of Time... **ANSWERS**

### **1. Introduction**

1.1. What is the focus of the lecture?

The secret power of time to influence your life decisions.

1.2. Why does he start with a picture of Adam & Eve by Lukus Cronik?

To emphasise that life is full of temptation.

### **2. The Marshmallow Test**

2.1 How did the marshmallow test work?

Children (4 years old) were given a choice to eat a marshmallow now or wait a few minutes and have two marshmallows.

2.2. What did the marshmallow tests show?

It demonstrated different behavioral differences of resisting temptation, delaying gratification and giving in. Those that waited were classified as 'future orientated' and those that gave in were classified as 'present orientated'.

2.3. What did the research show 14 years later with the same group of children?

The children who were classified as 'present orientated' were envious, jealous, moody and indecisive, and those who were classified as 'future orientated' scored 250+ higher in stats tests, and were cooperative, self-reliant and confident.

2.4. How is his new book connected to this experiment?

The book shows you how time plays a significant role in your personal happiness, improving personal success, happiness and psychological health.

2.5. What are the most important lessons for the curriculum?

Learning to delay gratification, say no or later to temptation and teach children to be aware of future consequences of current actions.

### **3. Time Perspectives**

3.1. What is the study of time perspectives?

It is the study of how individuals divide the flow of their personal experience into time zone / time categories. We do it automatically and unconsciously, and these frames vary between nations, cultures, people and social classes.

3.2. What is his argument in relation to time perspectives?

The argument is that some become bias. You overuse some and underuse others rather than having a balanced perspective.

3.3. Time perspectives are essential for what present and past constructs?

Achievement needs, casual thinking, hope, guilt (past), revenge (past), impulsivity (present), improvisation (present).

3.4. How does he describe the thoughts people have for present, past and future decisions?  
 Present - Biologically: What am I feeling? Socially: What are others doing? Physically: What does it smell like/taste like? Past- When was I in a situation like this in the past? What did I do? Did it work? Future - if I do it, what will I gain? What do I lose?

3.5. What is the meaning of the six main time zones that people live in?

Time Zone	Meaning
Past time perspective 1	Focus on positives (birthdays, good old times, nostalgia).
Past time perspective 2	Focus on negatives (regrets, failures).
Present time perspective 2	Hedonism pleasure, knowledge.
Present time perspective 2	Fatalism (fated).
Future time perspective 1	Life goal orientation (trust).
Future time perspective 2	Transcendental life after death.

3.6. What are the biases that effect the time perspective?

Geography, climate, culture, religion, social class, educational level, political and economic stability. Live closer to the equator - less change so mainly present orientated. Protestant countries have higher GDP - their religion is 'work harder to succeed' are future orientated. Middle classes are future orientated, lower classes are present or past orientated.

3.7. What are the characteristics of the following time perspectives:

Time Perspectives	Characteristics
Future	Conscientious, preference for consistency, ego control, a lot of energy, impulse control. Not aggressive, not depressed, not sensation seeking.
Past positive	Happy, high self-esteem, friendliness, moderate energy, no trait anxiety, not depressed or aggressive.
Present	" I do things impulsively, making decisions on the spur of the moment"
Present hedonistic	Very high novelty seeking, sensation seeking, high energy, aggression, some creative, no ego control, low preference for consistency, no impulse control, not conscientious, no emotional stability.
Present fatalistic	High aggression, anxiety and depression, don't care about future consequences, low ego control, low self-esteem, low conscientious, low energy, low emotional stability and are unhappy.
Past negative	Very high trait anxiety, depression and aggression, lie, low self-esteem, low emotional stability, low impulse control, low energy and are unhappy.

**4. University Experiments**

4.1. What was the experiment for Stanford students?

They selected present oriented students and future oriented students and asked them to solve mazes. Would they start immediately or plan?

4.2. What were the results of the Stanford study?

The present oriented students started immediately while the future oriented students looked first. The bar chart shows that 90% of F.O solved the maze while 60% P.O solved the maze.

4.3. What was the experiment on Stanford and Cornell students?

They took 1200 students, both males and females, and found out how much alcohol they drank and how much risky driving they did.

4.4. What were the results of the Stanford and Cornell study?

P.O males (50%) are more likely to drink and drive than F.O (-25%). Women showed identical results.

**5. Time Perspective Foundations of Emotions, Motives and Actions**

5.1. What are some of the positives for the following time perspectives?

Time Perspective	Positives
Past TP	Happy, high self-esteem, rituals, patriotism, nostalgia, gratitude, stability, wisdom, identity.
Present TP	Affiliation, joy, pleasure, sensuality, sexuality, energy, activity, excitement, improvisation.
Future TP	Achievement, health focus, contingency planning, probability, thinking, self-efficacy, cost benefit analysis, expectation, hope.

5.2. What are some of the negatives for the following time perspectives?

Time Perspective	Negatives
Past TP	Trauma, guilt, depression, retaliation, revenge
Present TP	Addiction, risky acts, violence, anger, gambler's luck.
Future TP	Anxiety, worry, social isolation, competitiveness, male impotence.

5.3. What is the optimal profile?

Time Perspective	High, moderate or low?
Past positive	High
Future	Moderately high
Present Hedonistic	Moderate
Past negative	Low
Past fatalistic	Low

## **6. Dropping out of school**

6.1. Who is more likely to drop out of school in the US?

Boys and especially those from minority backgrounds.

6.2. What is the effect of dropping out of school?

They haven't learnt social skills and emotional intelligence, and they live in a world that they create by playing computer games. Their brains are being digitally rewired which means that they'll never fit into a traditional classroom again as they've got used to being in control and not being a passive recipient.

## **7. The current world situation**

7.1. Why is the world in a terrible situation now?

Because there were men who used to be future orientated who have changed to present orientated. He uses an example of bankers who used to invest money prudently and then got trapped in worldwide greed of high risk, high interest loan plus lying. The Leman brothers have just put a 90bn\$ debt as an asset to continue trading.

7.2. Who is involved in conservation and sustainability?

Researchers have shown that it is future orientated people who are concerned with the long term future. Present orientated people say "gee global warming it's nice I get more sunshine!" Example of FO is physical therapy 50% quit. By knowing if a person is PO doctors could put in place strategies to help like support networks, families, spouses and kids.

## **8. Application to therapy**

8.1. How can time therapy help Post Traumatic Stress Disorder?

Time therapy focuses on realising the importance of time and creating balanced time perspectives. Respect the trauma but have a new choice. Move from Past Negative and Present Fatalism to Past Positive, Future and selected Present Hedonism.

8.2. What were the results of time therapy with people suffering from PTSD?

27 PTSD and in only 8 visits, the results were amazing. All symptoms of PTSD changed significantly. In 24 patients, 87% had less depression; in 19 patients, 70 % less anxiety; and in 14 patients, 52% fewer PTSD symptoms.



## **Edinburgh Lecture – Psychology**

### **5. Ageing world, ageing mind**

## Lecture Listening Comprehension

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#### Medium

1. Students listen once & take notes (*Use the blank note-taking page or page with sub-headings*).
2. Distribute questions. Set 20 minutes to answer using their notes.
3. Listen again. Students answer the missed questions as they listen.
4. Give an extra 10 minutes to consolidate answers.
5. Feedback: Distribute or project **ANSWERS**.

#### Easier

1. Distribute questions. Students have 15 minutes to read the questions.
2. Students listen & answer the questions.
3. Give 10 minutes to tidy answers.
4. Students listen again. Check answers & answer missed questions.
5. Give 10-15 minutes to tidy answers.
6. Feedback: Distribute or project **ANSWERS**.

### Critical thinking questions

**Option 1:** Students individually reflect on the questions, make notes of their responses and write a short critical response paragraph to submit for teacher or peer feedback.

**Option 2:** Students ask and answer the questions in small groups.

**Full URL Link:**

Video: <http://www.youtube.com/watch?v=DkCFXd7Fhc>

## Ageing world, ageing mind

**Author:** Professor Ian Deary

**University:** Edinburgh Lecture

**Department:** Psychology UK *Cognitive Ageing and Cognitive Epidemiology*

**Date:** December 2013

**Time:** 55:28

**Level:** \*\*\*\*\* [C1]

**Link:** <http://www.youtube.com/watch?v=DkCFXdt7Fhc>

Check these words and phrases before listening:

### **Key vocabulary**

1. Dementia
2. Cognitive, cognition
3. Mental capability
4. Demographers
5. Population diagrams/pyramid
6. Proportion
7. Dependency
8. Centenarian
9. Chelsea and Kensington
10. Glasgow
11. Nightmare scenario
12. Prevalence
13. Alzheimer's
14. Muscles
15. Grip strength
16. Lungs
17. Bladder
18. Interventions
19. Cognitive domains
20. Spatial visualisation
21. Chronological age
22. Mental tests/surveys
23. Nationwide
24. In the field
25. Ledger
26. Brain scan
27. Bucking the trend
28. Physically fit
29. Cohort
30. Variable

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**Note-taking Page (Blank) Page 1**

**Note-taking Page (Blank) Page 2**

**Note-taking Page (Sub-headings) Page 1**

**1. Change in populations' structure: the world, the UK and Scotland**

**Note-taking Page (Sub-headings) Page 2**

**2. The challenge of dementia and cognitive decline**

**3. Ageing body, ageing mind**

**4. Scotland's unique contribution to cognitive research**

## **Ageing world, ageing mind:** Prof Ian Deary

[ <http://www.youtube.com/watch?v=DkCFXdt7Fhc> ]

Use your notes to answer the following questions using the sections headings to help you.

### **1. Change in populations' structure: the world, the UK and Scotland**

- 1.1. What is the projected mean age of the human population for 2100?
- 1.2. How much has life expectancy changed since 1850?
- 1.3. What is the probability of dying before your next birthday?
- 1.4. What is significant about the Europe pyramid graphs?
- 1.5. What is the dependency ratio?
- 1.6. What is the projection of age composition in the UK population?
- 1.7. What are the chances of surviving to the age of 100?
- 1.8. How many centenarians were there in the UK in 1960, 1950 and 2010? How many will there be in 2035 and 2060?
- 1.9. What is interesting about life expectancy in 2004-2006 and 2008-2010?
- 1.10. What does an 'ageing world' mean?



## **2. The challenge of dementia and cognitive decline**

- 2.1. What is the lecturer particularly interested in?
- 2.2. What are the dementia statistics according to the Knapp Report?

## **3. Ageing body, ageing mind**

- 3.1. What happens to people as they get older?
- 3.2 Why does the lecturer research this subject?
- 3.3. What are the cognitive tests that the lecturer implements in his research?
- 3.4. How does age affect these cognitive tests?

## **4. Scotland's unique contribution to cognitive research**

- 4.1. What is Scotland's unique contribution to cognitive research?
- 4.2. What do they do with the people from the Scottish Mental surveys?
- 4.3. What was the study called and what was its correlation?
- 4.4. How do you have good cognition in old age?

### Critical thinking?

*What did you think of the lecture? Do you agree? What parts don't you agree with? Do you want to live to a hundred? What kind of concerns does an ageing population place on society? Why are Chelsea and Kensington the places with the highest life expectancy? Do you know anyone who has dementia / Alzheimer's? What do you think about the research? Is anything missing? Do you agree that physical fitness is a key aspect? Could lower IQ at a young age result in smoking and drinking more? Do people who have higher scores get better jobs, have better lifestyles and are intellectually engaged? Anything else?*

## Ageing world, ageing mind.. **ANSWERS**

### 1. Change in populations' structure: the world, the UK and Scotland

1.1. What is the projected mean age of the human population for 2100?

In the year 2000 the mean age was 30, in 2100 the mean age is 45. The whole world will age by an average of 15 years. (Academy of Medical Science, 2009)

1.2. How much has life expectancy changed since 1850?

Life expectancy of the best country in the world in 1850 was 45. Now (2005) is 85. At the top is Japan. Many demographers predict the line will tail off BUT it hasn't yet. People keep living longer.

1.3. What is the probability of dying before your next birthday?

In 1950 an 80 yr old woman dying was 10%, by 2000 it was 5%. A woman aged 90 was 25% now 15%. (Christensen, 2009).

1.4. What is significant about the Europe pyramid graphs?

It shows that there will be a far greater population of older people in Europe. The population pyramid for Germany from 1956, 2006, 2050 shows the increase in the number of people living longer.

1.5. What is the dependency ratio?

Ratio of people in per cent who are over 65 compared to the working population.

In the UK, the figure will go up from 22% to 42% by 2060. For people over 80, it'll go up from 7% to 15% (European Commission, 2009).

1.6. What is the projection of age composition in the UK population?

In 2001, there were 9.4 million people that were 65+. In 2071, there will be 21.3 million people that are 65+ (Academy of Medical Sciences, 2009).

1.7. What are the chances of surviving to the age of 100?

Office for national statistics (2012), 1 / 3 of babies born in 2012 will survive to be over 100. More than 95,000 people aged 65 in 2012 are expected to celebrate their 100th birthday in 2047.

1.8. How many centenarians were there in the UK in 1960, 1950 and 2010? How many will there be in 2035 and 2060?

Centenarians in the UK: in 1960 there were less than 1000, in 1950 there were 2,500 and 2010 there were 12,640. By 2035, there will be 110,000 centenarians and by 2060 there will be 460,000.

1.9. What is interesting about life expectancy in 2004-2006 and 2008-2010?

Not every area is living longer. The highest: Chelsea and Kensington. Lowest: Glasgow.

1.10. What does an 'ageing population' mean?

The current situation: disability starts at 65 and by 75 most people have a disability. The nightmare scenario: a huge majority get a disability at 65 and live years with the disability. Most optimistic scenario: people don't get a disability until in their 80s.

## **2. The challenge of dementia and cognitive decline**

2.1. What is the lecturer particularly interested in?

Normal cognitive ageing. Why people who don't have dementia don't age mentally at the same rate.

2.2. What are the dementia statistics according to the Knapp Report 2007?

Dementia at age 65-69 is just a few per cent but by 90 years old 1/3 of people have it. 3/4 of a million people in the UK have Dementia. The most common type is Alzheimer's with 62%. Between 2005 – 2051 dementia will double. The cost of care is £17bn.

## **3. Ageing body, ageing mind**

3.1. What happens to people as they get older?

We lose muscle mass, grip strength, lung strength and bladder compliance.

In the brain, water inside increases and primary visual cortex (helps you to see) stays the same but white matter (connectors), grey matter (thinking part) lateral prefrontal cortex (organise thinking) and hippocampus (making memories) decrease.

3.2. Why does the lecturer research this subject?

To find which cognitive functions change with age, to find out why some people have more successful cognitive ageing than others and to find interventions to ameliorate & prevent cognitive decline.

3.3. What are the cognitive tests that the lecturer implements in his research?

Cognitive domains: vocabulary tests, memory tests, reasoning tests, spatial visualisation and processing speed.

3.4. How does age affect these cognitive tests?

Vocabulary (Salthouse, 2004) generally improves with age (50-70). Reasoning, spatial visualization, episodic memory falls in your 60s. Perceptual speed starts to decline in your mid 20s. Numerical ability and verbal ability generally age well, but inductive reasoning, spatial orientation, perception speed and verbal memory go down (Heddon & Gabrieli, 2003). But not everyone ages at the same time.

## **4. Scotland's unique contribution to cognitive research**

4.1. What is Scotland's unique contribution to cognitive research?

It is the only place in the world where mental tests (The Scottish Mental survey) were done on young people in 1932 (The intelligence of Scottish children) and 1947 (The trend of Scottish intelligence). Using the Moray House test, 87,498 children were tested in 1932 and 70,805 children were tested in 1947 to study cognitive ageing (The stability of individual differences in mental ability from childhood to old age).

4.2. What do they do with the people from the Scottish Mental surveys?

We find their scores from age 11. We see the subjects for 2 days for medical and cognitive testing, blood letting and then brain scanning. We use a gene chip to conduct 610,000 genetic tests on every person. We do sensory and physical testing, anthropometry (measure the body), take photos of the backs of the eyes to look for patterns in blood vessels, take nine bottles of blood, complete a

questionnaire that includes diet, well-being, personality, social background, family background and education.

#### 4.3. What was the study called and what was its correlation?

'The stability of individual differences in mental ability from childhood to old age: follow up of the 1932 Scottish Mental Survey' The same test was given to the subjects at different ages in their lives. LBC 1921: The correlation between age 11 and 79 is .66, and LBC 1936: The correlation between age 11 and 70 is .67. The correlation means that people who did well at age 11 are still doing well now and the people who were average then were average now. Some scored modestly at 11, but did well at 80 and the researchers want to know why.

#### 4.4. How do you have good cognition in old age?

Have good cognition at age 11. Health, genes, biology, lifestyle and demographics are all important. Healthy body is connected to a healthy mind. Gow et al (2012) show that being more active and less sedentary leads to better thinking skills. Intellectual engagement leads to reverse causation (interesting point: does look important but bright children are cognitively engaged). More exercise helps the brain. Keep white matter healthy by keeping cardiovascular system healthy.

Alcohol and cognitive ageing: People who drank alcohol had better thinking skills at age 70, but when looking at subjects from the Moray House tests, it seems that brighter children become brighter adults and drink more alcohol. There is no causation between these two variables.