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

[listening test questions]

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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

1. Millennials (adulthood in year 2000. Born 1981-1997)
[REDACTED]
3. Sophomores (2nd year at university)
4. Disadvantaged families
[REDACTED]
6. Distracted
[REDACTED]
8. Nobody moves the ball further down the field
9. Alcoholism
[REDACTED]
11. To be toxic
12. Conflict
[REDACTED]
14. Grudge
15. A family Feud
[REDACTED]
17. Screen time
[REDACTED]

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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).
4. Answer questions – set 20-25 minutes to answer.
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

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)

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

TED TALK: Robert Waldinger [Nov 2015. 12:46]

Millennial’s Survey

1. What are [redacted] main goals?	Percentage	Goal
	i.	ii .
	iii.	iv.
2. What are we often told we need to do to [redacted]?	To [redacted] and a _____ more	

___ / 6

The Study

3. Name of study:	
4. [redacted]	
5. When did it begin?	
6. How many [redacted]	
7. How many are still alive today?	
8. What were the [redacted]?	Group 1: i.
	Group 2: ii.
9. [redacted] research areas	i. work
	ii.
	iii.

___ / 9

True / False / Not Given (T/F/NG):

Detailed research: The participants are...

	T / F / NG
10. contacted and asked questions every year	
11. asked to answer [redacted].	
12. interviewed only at Harvard	
13. given [redacted]	
14. asked to give blood samples	
15. are [redacted]	
16. checked for [redacted]	
17. The participant's wives and children are interviewed too	
18. The participant's [redacted]	
19. Everything is [redacted]	

___ / 10

Long studies / long research projects

Studies like these [redacted] Why?

21. reason 1	
22. reason 2	

___ / 2

Why has this [redacted] survived?

23. Reason	
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___ / 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 live 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**_____ []

___ / 12

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 []

___ / 1

28. The message for relationships is...

- a) Relationships quickly [redacted]
- b) Building relationships is a lifelong challenge
- c) Relationships can [redacted]

___ / 1

Solutions

29. What can be done to improve relationships with [redacted]? Three things

1	Replace [redacted] 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, [redacted] callings to account. There [redacted] for I _____, and but an i _____ so to [redacted] that."

___ / 2

Overall Mark = ___ / 46

What makes a good life? **ANSWERS**

Millennial's Survey

1. What are Millennials two main goals?	Percentage	Goal
	i. 80%	ii. Rich
	iii. 50%	iv. Famous
2. What are things we are given the impression to have a good life?	To push harder and achieve more	

___ / 6

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...