

Every year spent in school or university can make you live longer, study says

Level 1: Elementary – Teacher’s notes

Article summary: The article discusses how education improves life expectancy.

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Talking about possibilities with *can*, *may* and *be likely to*

Materials needed: One copy of the worksheet per student.

1. Warmer

- a. Ask students to read the title of the article and make a list of possible reasons why going to school/university can help people live longer. Once they have some items on their lists, give them some time to discuss ideas with a partner. You may want to elicit ideas and write them on the whiteboard so you can refer to these later.

2. Key words

- a. Ask students to work individually or in pairs and match the words with their definitions. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow some minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|---------------|------------------|
| 1. mortality | 5. regardless of |
| 2. equivalent | 6. earnings |
| 3. deadly | 7. beyond |
| 4. declines | 8. fortunate |

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous exercise.

Key:

1. regardless of
2. earnings
3. fortunate
4. decline
5. equivalent

3. Comprehension check

- a. Ask students to read the statements and decide whether they are true or false according to the article. Ask students to work in pairs and correct the false sentences to make them true. They may do this in different ways, e.g. in item 3, they may say, 'It is not the first time the link between education and a longer life is recognised.' Suggested answers are provided below.

Key:

1. True
2. True
3. False. It is not the first time the link between education and a longer life is recognised.
4. True
5. True
6. False. Results are similar in rich and poor countries and regardless of sex or social class.

4. Key language

- a. Ask students to work in pairs and try to complete the sentences without looking at the article. If they cannot come up with the words, write the three missing words on the whiteboard in random order. Once they have completed the sentences, check ideas with the whole class. Try to elicit the fact that we use an infinitive form without *to* after modal verbs like *can* and *may* and *to* + infinitive after *be likely*.

Key:

1. may
2. likely
3. can

- b. Students analyse the completed sentences and draw conclusions on the meaning of the three words. Check with the whole class.

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Key:

1. *may, can*
2. *be likely to*

- c. Give students some minutes to exchange ideas about the future of education in their own country. Remind them to use *can, may, be likely to* if possible. Monitor and provide guidance and support as necessary.

5. Discussion

- a. Students discuss the statements from the article and provide reasons for their opinions, referring to their own experience whenever possible.

6. In your own words

- a. This task can be assigned as homework individually or in pairs. Ask students to do some research and gather information about the situation in their country and prepare a presentation about what could be done to improve attendance and for people to spend more years in school or university. Students can present their findings and ideas to the whole class or in smaller groups.