

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

### Level 2: Intermediate – Teacher's notes

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

**Time:** 60 minutes

**Skills:** Reading, Speaking

**Language focus:** Introducing comparisons, examples and extra information about a person

**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 their 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. *attending*
2. *mortality*
3. *decline*
4. *rates*
5. *absence*
6. *major*
7. *earnings*
8. *investment*
9. *regardless of*
10. *empowered*

- 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. *rate*
3. *earnings*
4. *Investments*
5. *attending*
6. *absence*

#### 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, 'The benefits of education on life expectancy have long been recognised.' Suggested answers are provided below.

**Key:**

1. *True*
2. *True*
3. *False. The benefits of education on life expectancy have long been recognised.*
4. *True*
5. *True*
6. *False. Investment in education can help reduce differences in global death rates.*
7. *False. Results are similar in rich and poor countries and regardless of sex or social class.*
8. *True*

#### 4. Key language

- a. Ask students to work in pairs and try to complete the phrases from the article without looking back at it.

**Key:**

1. *as*
2. *who*
3. *such; well*

- b. Students analyse the sentences and answer the questions in pairs. Then check ideas with the whole class and clarify as appropriate.

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**Key:**

1. *as ... as*
2. *who*
3. *such as*

### 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.