

Every year spent in school or university improves life expectancy, study says

Level 3: Advanced – Teacher's notes

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

Time: 60 minutes

Skills: Reading, Speaking

Language focus: Word formation

Materials needed: One copy of the worksheet per student

Key:

- | | |
|-------------------------|------------------------|
| 1. <i>regardless of</i> | 6. <i>attendance</i> |
| 2. <i>rate</i> | 7. <i>inequalities</i> |
| 3. <i>earnings</i> | 8. <i>absence</i> |
| 4. <i>investments</i> | 9. <i>compelling</i> |
| 5. <i>robust</i> | 10. <i>decline</i> |

3. Comprehension check

- a. Students first read the statements and decide whether they are true or false according to the article. Students 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. It was acknowledged before. This is the first study to calculate the years of education and its connections to reducing mortality.*
4. *True*
5. *True*
6. *False. There is evidence showing investment in education can reduce inequalities. The article does not say anything about the short term specifically.*
7. *False. Improvements in longevity are similar in different countries and despite individual differences such as sex, social class and demography.*
8. *True*
9. *True*
10. *False. Finch says he is unsure about the future and whether people will continue to live longer because of education.*

1. Warmer

- a. Ask students to work in pairs and discuss the questions. Encourage them to give reasons for their opinions. After a couple of minutes, hold a brief discussion with the whole group so every pair can share their views.

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. <i>systematic</i> | 9. <i>compelling</i> |
| 2. <i>longevity</i> | 10. <i>investment</i> |
| 3. <i>attendance</i> | 11. <i>inequalities</i> |
| 4. <i>decline</i> | 12. <i>magnitude</i> |
| 5. <i>absence</i> | 13. <i>regardless of</i> |
| 6. <i>rates</i> | 14. <i>deprived</i> |
| 7. <i>earnings</i> | 15. <i>empowered</i> |
| 8. <i>robust</i> | |

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

4. Key language

- a. Tell students you will now focus on some vocabulary used in the article. You may want to elicit different word classes and some examples. Ask students to work in pairs and complete the sentences from the article with the correct form of the words in brackets.

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Key:

1. *deadly*
2. *industrialised*
3. *lowering*
4. *disadvantaged*
5. *honestly*
6. *quantify*
7. *affordable*

When checking answers, ask students to say the type of word needed in each gap and to explain how they know that. Then ask students to look at the words and identify the suffixes used in each case and think of other words in the same word classes that end in the same way.

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.