

Arts and cultural engagement 'linked to slower pace of biological ageing'

Level 2: Intermediate

Article summary: This article discusses the impact of arts and culture on biological ageing. It explains how older people can benefit physically, mentally and emotionally from activities related to music, dance, crafts, theatre and more. These effects are compared positively with the health and wellness benefits of exercise.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Language related to health and medicine

Materials needed: One copy of the worksheet per student

1. Warmer

- a. The purpose of this activity is to encourage students to think about the many different types of activities that can have a positive benefit on our physical, mental and emotional well-being. This activity also helps students to think categorically, by separating activities into categories like creative, physical, social and educational. Tell students to think about their own interests and passions, as well as those of their friends and family. Have students work in pairs and write at least one example for each category. Explain that some activities fall into two or more categories. For example, dance is both a physical activity, as it uses movement, and a cultural and creative one, as it's a form of self-expression. A dance class with others can be a social or educational activity. Then ask students to explain which of the activities in the table has the biggest impact on them personally. Encourage volunteers to share their ideas with the class.

2. Key words

- a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *longevity*
2. *vital*
3. *link*
4. *engagement*
5. *give up*
6. *sentiment*
7. *estimate*
8. *extraordinary*
9. *pace*
10. *optimism*
11. *evidence*
12. *impressive*

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

Key:

1. *longevity*
 2. *pace*
 3. *evidence*
 4. *vital*
 5. *estimate*
 6. *Engagement*
 7. *optimism*
 8. *sentiment*
- c. Ask students to work individually or in pairs to write their own sentences with the remaining vocabulary items. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words.

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Key:

Students' own answers using: *extraordinary, give up, impressive, link*

3. Comprehension check

- a. For this activity, students will work individually or in pairs to complete a summary of the article, using the words in the word pool. Tell students to read through the entire summary once to familiarise themselves with the article. Then have them read it again, completing the gaps as they read. Remind students that there is only one correct word for each gap. After students complete the task, check answers as a class. Have students take turns reading the sentences aloud, including the word in the gap. To extend, have pairs write one or two more sentences to include in the summary. Then have volunteers share their sentences with the class.

Key:

1. *arts*
2. *ageing*
3. *biologically*
4. *weekly*
5. *monthly*
6. *exercise*
7. *smoked*
8. *inflammation*
9. *cardiovascular*
10. *access*

4. Key language

- a. Explain that this article uses a variety of specialised language to discuss health and medicine. While it's not important for students to know or use these terms in their everyday lives, they do need to be familiar with them to understand this article in a more meaningful way. Tell students that many English words related to health and medicine come from Latin or Greek. Some of these words may be similar in English and the students' first language. Have students work in pairs to find the words in the article. Ask them to guess the meaning based on context. Then have them complete the matching activity. Check answers as a class.

Key:

1. *d*
2. *a*
3. *g*
4. *b*
5. *e*
6. *f*
7. *c*

- b. In this activity, students complete simple sentences using a few of the words from the previous activity. Have students work individually and then share answers as a class. To extend, have students make more sentences with the key language from this lesson.

Key:

1. *lifespan*
2. *inflammation*
3. *dementia*
4. *cardiovascular*

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences or beliefs whenever possible. Invite volunteers to share their answers with the class. To extend, ask students to share what they learned from discussing the questions with their classmates.

6. In your own words

- a. The purpose of this activity is to encourage students to reflect on what they learned from the article. In this task, students do research to learn about how the concept of ageing varies among different countries or cultures. Explain to students that different cultures may approach ageing in different ways. This can impact people's attitudes, behaviours, beliefs and actions. Read the prompt aloud and check understanding. Explain any unfamiliar terms. For example, a *rite of passage* is a ceremony or life event that represents the transition from one stage of life to another. Have students work in pairs to complete the research. Make sure each pair chooses

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a different country or culture. Explain that there may be several cultures within a given country. Students can choose to focus on an entire country or on an ethnic or religious group. Remind students to be respectful and acknowledge that all cultures have value.

- b. Have students share what they learned with the class. Encourage students to do an oral presentation. They can use notes, but should focus on speaking naturally, rather than reading directly from a paper. Tell them to use at least one visual item, like a photo or a graph, to support their presentation. After all students have presented, take a class vote to make a list of the five most interesting facts they learned from the presentations.