



LanguageCert
Academic

Lesson Plans

Reading

Language
Cert

Foreword

These lesson plans have been produced by teachers for teachers preparing students for the **LanguageCert Academic** test. They should help students relate their knowledge of previous lessons with task types to be expected on their test day.

The suggested lesson plans revolve around the four parts of the **LanguageCert Academic** test (Listening, Reading, Writing, Speaking) and present tasks set at B2 level (CEFR). Depending on the level of the students, tasks may need to be adapted accordingly.

All **LanguageCert Academic** lesson plans reflect a step-by-step approach and clearly indicate the lesson aim(s) and sub-aims, approximate duration, target language, material(s) used, assumptions, anticipated problems, suggested solutions and more.

We naturally encourage you to create similar tasks and the support material for both teachers and candidates available on our website (www.languagecert.org) can certainly assist in this direction.

We hope our lesson plans will prove useful and we wish your students good luck on their **LanguageCert Academic** test - when the time comes!

Acronyms:

Ss: students

IW: individual work

PW: pair work

Q: question



READING

LESSON PLAN	
Skill focus: Reading	Level: C1
Length of lesson: 45 minutes (approx.)	
Lesson aim(s)	Practising Ss' reading skills (skimming, scanning, and reading for detailed information)
Sub-aim(s)	Practise with vocabulary related to human intelligence Practice in a part of the exam (Reading Part 4)
Target language	Vocabulary related to human intelligence
Materials	LanguageCert Academic – Practice Paper 3 (Reading Part 4)
Assumptions	<ul style="list-style-type: none"> • Language set at approx. C1 level (knowledge and skills) • Language related to human intelligence • Basic knowledge of Reading strategies
Anticipated problems	Solutions to these problems
<ul style="list-style-type: none"> • Ss' different levels • Ss not remembering/not resorting to strategies taught to more successfully tackle set tasks • Ss finding the Reading task difficult due to their poor text coherence/cohesion background • Ss not aware of upcoming test (format/-content) 	<ul style="list-style-type: none"> • Spotting Ss' strengths/weaknesses early enough and guiding the weaker Ss so as to help them fill their gaps • Reminding Ss of strategies that can help them with class tasks (and their test) • Asking stronger Ss to work with weaker Ss (through PW tasks) and monitoring the class for feedback/follow-up corrections • Providing sufficient clarifications about their test after the task set in class
Exam preparation aims (action points you are working on)	Reflection & analysis of the lesson
<ul style="list-style-type: none"> • Exploiting this lesson to introduce Ss to the actual test (e.g. format, question types) • Sharing with Ss useful techniques/strategies for their test day 	<ul style="list-style-type: none"> • How effective was the lesson? Any evidence? • How did Ss respond? • Which part of the lesson could be improved? Why? • Which Ss seemed to need more guidance/support?

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
5	Pre-reading Warm-up & background knowledge reactivation IW	Materials used: Practice Paper 3 (Reading Part 4) Step 1: Warm-up <ul style="list-style-type: none"> • Briefly introduce Ss to the topic (intelligence and age) and ask Ss to answer the following questions: <ul style="list-style-type: none"> - <i>What are the characteristics of an intelligent person?</i> - <i>Can we really measure intelligence?</i> - <i>Do you think that age affects intelligence?</i>
15	Pre-reading Practise skimming and scanning for specific information IW & PW	Step 2: Skimming <ul style="list-style-type: none"> • Ask Ss to skim the text quickly and find: <ul style="list-style-type: none"> - <i>What type of text is it?</i> - <i>What is the main topic and purpose of the text?</i> • Set a time limit of 3-5 minutes. Then, ask Ss to discuss their findings with a partner. • Check answers in the form of a classroom discussion.
15	While-reading Reading, answering questions, feedback IW & PW	Step 3: Scanning for specific information <ul style="list-style-type: none"> • Ask Ss to scan the text quickly and find what the following numbers/words refer to: <ul style="list-style-type: none"> - 48,537 - 30s - 40s - 288 - 21 and 62 - 10-year period • Set a time limit of 2-3 minutes. Then, allow some extra minutes for Ss to prepare their answers. • Check answers in the form of a classroom discussion.

TIME (MINS)	STAGE/AIM/ INTERACTION	MATERIALS USED & PROCEDURE
20	While-reading Reading, answering questions, feedback IW & PW	Step 4: Reading and providing answers to questions set <ul style="list-style-type: none"> • Ask Ss to read the questions of the task and their possible answers and underline any key words that will help them identify their answers (such as names, specific terms etc.). • Discuss their ideas in the form of a classroom discussion. • Ask Ss to do the task. • When Ss are ready, ask them to work in pairs and compare their answers by justifying their choices. • Check answers in the form of a classroom discussion.
5	Post-reading	Step 5: Whole class discussion <ul style="list-style-type: none"> • Ask Ss to answer the following questions: <ul style="list-style-type: none"> - <i>Do you think age affects intelligence?</i> - <i>Do you think that intelligence is the key to success?</i>
	Homework suggestion	<ul style="list-style-type: none"> • Ask Ss to read the text again and write a title for each paragraph and an alternative title for the whole text. • Ask Ss to go online and find information about the following terms and present their findings during the next lesson: <ul style="list-style-type: none"> - <i>"the 'dark matter' of intelligence"</i> - <i>"'fluid' intelligence"</i> - <i>"'crystallized' intelligence"</i>

Reading Part 4

Read the article about intelligence and ageing and answer the questions.

When does intelligence peak?

As people get older, they may feel as though their intelligence is rapidly declining. However, research on the topic suggests some really interesting variations. In one large series of studies, Joshua Hartshorne and Laura Germine from the Department of Psychology at Harvard University presented evidence from 48,537 people from standardized IQ and memory tests. The results revealed that processing speed and short-term memory for family pictures and stories peak and begin to decline around high school graduation; some visual-spatial and abstract reasoning abilities plateau in early adulthood, beginning to decline in the 30s; and, still, other cognitive functions, such as vocabulary and general information, do not peak until people reach their 40s or later.

The picture gets even more complicated, however, once we take into account the 'dark matter' of intelligence. In the intelligence field, there is a distinction between 'fluid' intelligence (abstract reasoning and pattern detection) and 'crystallized' intelligence (vocabulary and general knowledge). But domain-specific knowledge – the dark matter of intelligence – is not identical to either fluid or crystallized intelligence. Most IQ tests, which were only ever designed for testing schoolchildren, do not include the rich depth of knowledge acquired after extensive immersion in a field. So, while it is true that, when measured by the standards of youth, middle-aged adults might not be as 'intelligent' as young adults, once dark matter is taken into account, middle-aged adults might well be **up to par**.

Professor Phillip Ackerman from the Georgia Institute of Technology wonders whether we should be judging adult intelligence by the same standard we judge childhood intelligence. To dive deeper into this question, Ackerman administered a wide variety of domain-specific knowledge tests to 288 adults who were educated to college level and between the ages of 21 and 62. Domains included art, music, world literature, biology, physics, psychology, technology, law, astronomy and electronics. Ackerman found that in general, middle-aged adults are more knowledgeable in many domains compared with younger adults. As for the implications of this finding, his paper states: 'Many intellectually demanding tasks in the real world cannot be accomplished without a vast repertoire of declarative knowledge and procedural skills.' Using an example from academia and how several years of intense study and empirical research experience are required before even the best college student could be expected to deliver a flawless doctoral thesis defense, he argues: 'knowledge does not compensate for a declining adult intelligence; it is intelligence!'

There was an important exception to Ackerman's finding, however. All three science-related tests were negatively associated with age. Tellingly, these three tests were most strongly correlated with fluid intelligence. Nevertheless, on the whole, these results should be considered good news for older adults. Unless you are trying to win the Nobel Prize for Physics at a very old age, there are a lot of domains of knowledge that you can continue to learn in throughout your life. What is more, Ackerman found that certain measures of personality, such as intellectual curiosity, were related to domain-specific knowledge above and beyond the effects of standard measures of intelligence.

And if you do want to maintain your fluid intelligence as long as possible, there is recent research suggesting that having a greater purpose in life can help protect against cognitive decline among older adults. Professor Giyeon Kim and her colleagues at Chung-Ang University in the Republic of Korea looked at various aspects of purpose, including: whether one cares about the future and whether one has a good sense of what one wishes to accomplish in the future. They found that purpose in life acted as a protective factor against cognitive decline and have argued that it could be used as a treatment technique for cognitive decline in clinical settings.

Their research adds to a growing literature showing the many benefits of maintaining a purpose in life for health and well-being. Greater purpose in life has been linked to increased longevity, reduced risk of stroke and cardiovascular problems, and fewer incidences of sleep disturbance. One study done over a 10-year period found that increased meaning in life was associated with lower allostatic load (the wear and tear on the body). This is important considering that allostatic load has also been positively linked with increased risk of diseases, mortality and cognitive decline. The good news for older adults is that not only can they continue to acquire domain-specific knowledge into older age, but purpose in life is also modifiable.

25. What can be concluded from the Hartshorne and Germine's research?
- a) that a true picture of intelligence would require more participants
 - b) that certain types of intelligence seem to pass from one generation to another
 - c) that humans cannot perform at their highest on all cognitive tasks simultaneously
 - d) that intelligence breaks down into more distinct areas than was previously thought
26. The phrase 'up to par' is used in the second paragraph to argue that
- a) conventional knowledge tests are not as effective as problem-solving tests.
 - b) measuring knowledge presents specific challenges as knowledge is not finite.
 - c) a standardised measure of intelligence across age groups should be introduced.
 - d) older and younger adults could be viewed as equally intelligent if expertise were included.
27. What do we learn about Professor Ackerman's research study in the third paragraph?
- a) The participants all had to meet certain criteria.
 - b) It was on a scale that had not been attempted before.
 - c) It was largely concerned with cognitive development over time.
 - d) The participants were able to select which knowledge tests they did.
28. During his research, Ackerman found evidence confirming the belief that
- a) certain types of intelligence are not compatible.
 - b) scientific genius is more often encountered in the young.
 - c) there is a point in life when it becomes harder to absorb new information.
 - d) educating the young brings more benefits to society than educating older adults.
29. Professor Kim's investigation of cognitive decline in older adults?
- a) has been successful in verifying that it has multiple causes.
 - b) has forced doctors to reassess how they question those suffering from it
 - c) has led to the suggestion that it might be slowed by using certain interventions.
 - d) has raised the question of whether it is treated differently in different cultural contexts.
30. In the final paragraph, the writer emphasises that
- a) everyone has a part to play in maintaining their own health.
 - b) patience is required when hoping to see the benefits of anti-ageing therapies.
 - c) a good mental outlook while ageing can counter many of its negative physical aspects.
 - d) further studies into the link between good health and a sense of purpose are needed.



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