SOFT SKILLS BOOSTER (Optional)

Note about the Soft Skills Booster

These teaching notes are provided if you choose to use the **Soft Skills Booster** in class. The following general notes can be used with each unit, in combination with the tips in the chart below.

UNITS 1–10 Soft Skills Booster teaching notes

- Write the soft skill on the board. For example: *communication*. Elicit or give the definition (see chart below).
- Elicit situations where this soft skill would be appropriate to use (see chart below).

A Use these expressions . . .

- Have a S read the focus of the lesson. For example: *Ask for clarification and repetition to avoid misunderstandings.*
- Read the chart headings. Go over the **Tip** with the class.
- Play the audio and have Ss repeat the expressions. (See chart below for intonation tips and other considerations.)

B PAIR WORK

- Model a conversation with a higher-level S. Encourage the S to use body language associated with the skill (see chart below).
- Once Ss understand the task, have them do the exercise in pairs. Monitor Ss' exchanges. Clarify vocabulary as needed.
- Time permitting, have Ss share their conversations with the class.

C Now practice . . .

- Have Ss apply the soft skill in context.

Soft skill, definition, and focus	When to use the skill—example situation	Intonation tips	Example(s) of body language
UNIT 1 COMMUNICATION Definition: *The ability to understand what other people are expressing and to clearly and respectfully express your own thoughts* Lesson focus: Ask for clarification and repetition to avoid misunderstandings	When a friend or colleague is not clear in expressing an idea	○ Pause after *Sorry* ○ Use rising intonation for *yes / no* questions and falling intonation for information questions and statements ○ Use a patient tone	Use a slightly confused expression; Turn your head slightly towards the person
UNIT 2 ACTIVE LISTENING Definition: *The ability to pay attention to what someone is saying and reflect it back to that person* Lesson focus: Ask for examples to show interest	When you have a conversation with colleagues or friends	○ Use rising intonation when asking for examples ○ Use falling intonation when providing examples	Make eye contact; Nod your head to show full attention; Don't look at your phone or get distracted
UNIT 3 RESPECTFULNESS Definition: *The ability to feel or show courteous regard for others* Lesson focus: Ask for and provide reasons when discussing opinions	When a friend or colleague shares thoughts, ideas, or feelings about something	○ When asking for reasons, use a respectful tone and falling intonation ○ Put emphasis on *say* in *Why do you <u>say</u> that?* and *What makes you <u>say</u> that?* ○ Put emphasis on *I* in *From what <u>I</u> can see;* and *my* in *Well, in <u>my</u> experience . . .*	Face the speaker and lean in a little to demonstrate full attention and openness to what the person is saying
UNIT 4 TEAMWORK Definition: *The ability to recognize that you are one voice of several or many other team members* Lesson focus: Encourage a positive exchange of opinions	When discussing an issue with a friend or colleague	○ Demonstrate enthusiasm when showing agreement ○ Maintain a respectful tone when disagreeing ○ Use rising intonation for *Do you really think so?*	Don't cross your arms; When disagreeing, tilt your head and use a puzzled expression; When agreeing, nod

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UNIT 5 **PROBLEM SOLVING** Definition: *The ability to identify and analyze problems and then suggest and implement solutions* Lesson focus: Work together to identify and solve problems	When discussing a problem with friends or colleagues	◦ With *It's* + adjective, emphasize the adjective; With *I just can't <u>believe</u> how . . .*, emphasize *believe* ◦ Use a neutral tone when suggesting a solution with *I really wish they would . . .* and *The thing they need to do is . . .* ◦ Use an inquisitive tone with *Why can't / don't they . . .?* and *I don't see why they can't / don't . . .*	Make eye contact; Nod your head as you listen
UNIT 6 **CRITICAL THINKING** Definition: *The ability to think logically about an issue and show agreement or disagreement* Lesson focus: Provide reasons for positive and negative opinions	During discussions with colleagues, friends, or family	◦ Use an enthusiastic tone for positive opinions ◦ Use a firm but polite tone for negative opinions	Nod when expressing support for something; Furrow your eyebrows when voicing opposition
UNIT 7 **LEADERSHIP** Definition: *The ability to motivate others toward the completion of a goal* Lesson focus: Invite others to express their agreement with your ideas	When sharing ideas and eliciting support or agreement, in both work and social settings	◦ Use rising intonation for all questions beginning with *Don't you . . .?* and *Wouldn't you . . .?* ◦ Use rising intonation for the tag questions	Nod your head gently as you listen; Raise your eyebrows and make eye contact
UNIT 8 **OPEN-MINDEDNESS** Definition: *The ability to consider and accept other people's ideas, opinions, theories, ways of living, and so on.* Lesson focus: Paraphrase another person's opinion to confirm your understanding	When a colleague or friend says something that you are not sure you understand or you don't fully agree with, and you want to demonstrate willingness to consider their view	◦ Pause after each phrase introducing the paraphrase ◦ Put stress on *exactly* in *That's <u>exactly</u> what I'm saying*. ◦ Put equal stress on both *not* and *quite* in *That's <u>not quite</u> what I meant*. ◦ Stretch the word *exactly* in *Not exactly*.	Use a thoughtful expression; Use your fingers to count if you are making more than one point in the paraphrase
UNIT 9 **EMPATHY** Definition: *The ability to understand other people's feelings and problems* Lesson focus: Show support for others when they express frustration	When a friend or colleague is upset, frustrated, or worried about something	◦ Put emphasis on *know* and *mean* in *I <u>know</u> what you <u>mean</u>* ◦ Put emphasis on *that* in *You can say <u>that</u> again* and *Isn't <u>that</u> the truth!* ◦ Use a neutral tone in empathetic responses when you don't feel the same way	Tilt your head to show compassion; Furrow your brows to show concern and caring; Nod to indicate understanding
UNIT 10 **ENTHUSIASM** Definition: *A strong feeling of interest and enjoyment about something* Lesson focus: Respond emphatically to what others say	When a friend or colleague shares interesting, surprising, or positive news	◦ Use short-form questions with rising intonation and emphatic stress to show interest or to express surprise (*<u>Is</u> it?; You <u>do</u>?*) ◦ Use negative short-form statements with falling intonation to express shock (*He doesn't!*)	To show interest, raise your eyebrows and smile; To show shock and surprise, open your eyes widely and open your mouth slightly