UNIT 8

Achievement and Intelligence

PREVIEW

A ENVIRONMENT AND INTELLIGENCE | Listen to a lecture. What are the arguments for and against the effect of the environment on extreme intelligence?

B ZOOM-IN | Read and listen to a conversation between two students on the verge of making career and study plans. Notice the featured language.

UNDERSTAND A VARIETY OF ACCENTS
Ian = British English
Amal = Arabic



Ian: So have you narrowed down your plans for next year?

Amal: Well, not exactly. I do know it'll be something in the sciences, but I'm having a hard time making up my mind about what direction to take.

Ian: What are your options? I mean, what are you thinking of?

Amal: So, lab research is kind of at the top of the list—particularly plant genetics. I love the idea of being on the cutting edge of new discoveries. But I'm having second thoughts about working in a lab.

Ian: What kind of second thoughts?

Amal: Well, I know myself. I'm thinking lab work can be pretty solitary, and I enjoy working with people, collaborating, you know. My gut feeling is that research might not be the best fit. It could get lonely.

Ian: What other options are you considering?

Amal: Don't laugh, but teaching also interests me. Sounds like the polar opposite, doesn't it?

Ian: Well, that certainly isn't solitary. Is there some way to combine research and teaching—having the best of both worlds?

Amal: That's what I'm asking myself. And there might be. I figure if I get my doctorate in chemistry, I could take a professorship at a research university and conduct research there as well as teach.

Ian: But a doctorate. Wow. That takes years.

Amal: I know. And I'm not totally sure I'm cut out for it. But here's the thing: it's now or never.

Ian: Right. You don't want to have to start from scratch later. I suggest you go for it. You can't go wrong.

C UNDERSTAND FROM CONTEXT | Paraphrase these statements and questions containing featured words and phrases from Zoom-In. Then compare paraphrases with a partner.

1 So, have you narrowed down your plans for next year? .....
2 I'm having a hard time making up my mind about what direction to take. .....
3 I love the idea of being on the cutting edge of new discoveries. .....
4 I'm having second thoughts. .....
5 My gut feeling is that research might not be the best fit. .....
6 Sounds like the polar opposite, doesn't it? .....
7 Is there some way to combine research and teaching, having the best of both worlds? .....
8 You don't want to have to start from scratch later. .....
9 You can't go wrong. .....

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E THINK AND EXPLAIN | With a partner, discuss the questions.

1 How self-aware is Amal? Explain.
2 How would you describe her personality?
3 Do you think her decision-making process demonstrates intelligence? Explain.

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Lesson 1 Identify your unique strengths
Lesson 2 Talk about how you study
Lesson 3 Discuss the effect of the environment on intelligence
Lesson 4 Evaluate your emotional intelligence

F TALKING POINTS | Take the self-test.

How well do you stick to a task?

Check the adverb that describes how well you do. Then make notes of how you can do better.

I STAY ORGANIZED.



○ Always ○ Usually ○ Never

Benefit *A messy desk presents too many distractions. A neat one helps you stay focused on one thing at a time.*

How I can do better:

_____

_____

I STICK TO A SCHEDULE.

○ Always ○ Usually ○ Never

Benefit *If you break up one large task into several smaller tasks and plan how much to do each day, you won't end up scrambling at the end.*

How I can do better:

_____

_____

I MAKE LISTS.

○ Always ○ Usually ○ Never

Benefit *Making a list ensures you won't forget a key task, and as you check off the ones you've completed, you'll feel motivated by your achievement.*

How I can do better:

_____

_____

I SET TIME LIMITS.

○ Always ○ Usually ○ Never

Benefit *Knowing how much time you have for a task ensures you won't stretch it into the time you planned for something else.*



How I can do better:

_____

_____

_____

I FIND A PLACE TO WORK WHERE I WON'T BE DISTURBED.



○ Always ○ Usually ○ Never

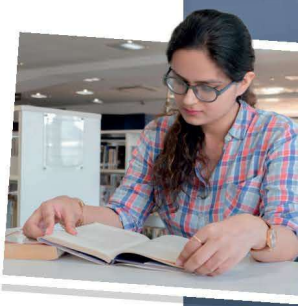
Benefit *Finding a place where others won't disturb your work enables you, and not others, to control your agenda.*

How I can do better:

_____

_____

I GO OFFLINE.



○ Always ○ Usually ○ Never

Benefit *Confining your online time to certain periods in the day results in longer periods of uninterrupted work time.*

How I can do better:

_____

_____

_____

I TAKE BREATHERS.



○ Always ○ Usually ○ Never

Benefit *Short breaks can clear your mind and help you resume with better focus.*

How I can do better:

_____

_____

_____

START TALKING

PAIR WORK Tell your partner about one "never" response you made on the self-test in Talking Points. Explain what you plan to do to make it a "usually" or an "always." Ask your partner questions about how he or she plans to do better.

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1 COMMUNICATION GOAL Identify your unique strengths

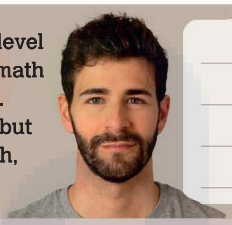
A VOCABULARY | Ways to describe strengths and talents | Read and listen. Then listen again and repeat.

be good with one's hands	have the ability to use one's hands to make or do things
be mechanically inclined	be able to understand how machines work
have a head for figures	be good at mathematical calculations
have an ear for music*	be good at recognizing, remembering, and imitating musical sounds
have an eye for detail	be good at seeing or paying attention to things that others don't usually notice
have a good intuitive sense	be able to draw conclusions based on feelings rather than facts
have a way with words	be able to express one's ideas and opinions well
have a way with people	have the ability to interact well with others
have a knack for [learning languages]	have a natural skill or ability to do something well

* also: *an ear for languages*

B ACTIVATE VOCABULARY | With a partner, use the Vocabulary to describe each person below. (There may be more than one way.) Explain your reasons. Then, for each person, write three occupations or careers that would be suitable for that person.

1 **George Guzmán** was able to solve college-level math problems when he was 10. His high-school math team won a national competition when he was 14. George is now a math teacher in a private school but would like to change careers. He says, "I love math, but I just wasn't cut out for teaching."



2 **Su Lin**'s parents were in the Diplomatic Corps, so she spent most of her childhood moving from post to post. Though this wasn't easy, Lin learned to speak four languages besides her native Mandarin. Wherever she lived, she was a popular student and made friends easily. She has kept in touch with most of them on social media. Lin has varied interests: organic gardening, fixing motorbikes, and finance. She has just finished her degree in economics and is looking for an unusual career that would combine some of those interests and enable her to travel and make friends.



3 **Vivian Bond** married young and stayed home to raise her two children. She loved cooking and in the evenings she took classes at the Culinary Institute. Over the years, Vivian perfected the art of extremely complicated cake design. Now that her children have married, Vivian would like to start a career. "Hey," she says, "Better late than never!"



4 **Narciso Vidal**'s dad is a concert pianist, so Narciso watched him practice right from the time he was a baby. By the time he was three, Narciso surprised everyone by teaching himself to play, just by watching and imitating his father. All through school, Narciso has spent his free time on his two passions: playing piano and writing for the school newspaper. Now he's wondering what direction he should take as an adult.



5 **Sophie Lane** is 16. She has always loved animals, and they love her, too. As a kid, she liked to train her friends' pet dogs to do tricks. And this year, she started an after-school pet-sitting service for people's pets in her apartment building. She saves the money she earns and has contributed some to the Save the Animals Federation.



C PERSONALIZE | Use the Vocabulary to describe two people you know.

> "My brother Andrei is a psychologist in a small town. He's got a good intuitive sense about what the underlying causes of people's problems are, and this enables him to help them get better quickly."

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D GRAMMAR | Using auxiliary do for emphatic stress

To add emphatic stress to an affirmative statement in the simple present or simple past tense, use do or did before the base form of the verb.

Even if I don't have a great eye for detail, I **do** have a knack for decorating a room.

She **did** complete the course, but she decided to take her career in another direction.

Be careful!
Use a base form after a form of the auxiliary do.
She **has** an ear for languages. → She **does have** an ear for languages. NOT She does ~~has~~ . . .
He **liked** that car. → He **did like** that car. NOT He did ~~liked~~ . . .

GRAMMAR EXPANDER p. 130
Emphatic stress

E PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

F GRAMMAR PRACTICE | On a separate sheet of paper, rewrite each item, using do or did for emphatic stress.

1 She's not the best dancer. However, she likes to dance.
2 Your intuition was right. You learned English faster than anyone expected.
3 He may not have much time during the week, but he loves to cook on the weekend.
4 Jane is usually pretty skeptical, but she fell for that romance scam.
5 Phil doesn't have a lot of run-of-the-mill fears. On the other hand, he has one full-blown phobia.
6 He really hated math, but in the end he passed the course.

PRONUNCIATION LESSON p. 141
Emphatic stress with auxiliary verbs

G PAIR WORK | Take turns making statements comparing your strengths and your weaknesses. Use the auxiliary do for emphatic stress.

> "I don't have much of a knack for writing, but people say I **do** have a way with words in discussions."

COMMUNICATION ACTIVATOR

Now let's identify your unique strengths.



A CONVERSATION MODEL | Read and listen.

A: So, I understand you've been considering changing to the film program.
B: Yes, that's right. I wondering if you could help me decide.
A: I'd be happy to try. . . . So, tell me, do you have a specific career goal?
B: Actually, I'm having a hard time making up my mind between directing and editing.
A: Maybe I can help you narrow those down. Would you say you have an eye for detail?
B: I definitely do have an eye for detail, which makes me think I'd be a good editor. But I'm really kind of a people person.
A: A people person.
B: Right. I'm not sure I'm cut out for so much time in front of a computer.
A: Well, then maybe directing would be a better fit.
B: That's what I'm thinking, but I'm not sure I want to give up on editing.
A: OK. So here's what I'd suggest. Take the intro courses in both directing and editing. You'll see which you prefer. You can't go wrong.
B: That makes sense.

Social language
Indicate that you have prior knowledge about a situation with "So, I understand [that] . . ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C IN YOUR OWN WORDS | Create a similar conversation, using the Vocabulary. Change the field of study. Start like this: *So, I understand you've been considering . . .* Be sure to change roles and then partners. (Option: Use the Unit 8 Energizer Worksheet.)

KEEP TALKING!
- Ask more questions to help narrow down the options.
- Say more about your talents, strengths, and passions.
- Say as much as you can.

Watch the video for ideas!

RECYCLE THIS LANGUAGE
I was hoping you could steer me in the right direction.
I'm [good at / not so good at] ___ .
I wish I [were / weren't] ___ .
I wish I [had / hadn't] ___ .
My gut feeling is ___ .
I'm having second thoughts.
It would be the best of both worlds.
They're polar opposites.
I say go for it.
You can't go wrong.
It's now or never.
You wouldn't have to start from scratch.

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2 COMMUNICATION GOAL Talk about how you study

A GRAMMAR CLOSE-UP | Read about three research-based study tips for preparing for an exam. Notice the featured grammar.



Myth #1: It's better to study harder.

Wrong! Recently, it's being recommended that studying be spaced out over several short periods instead of in one or two long ones. Moreover, it's preferable that each short study session be intense. The total study time might be the same, but you'll understand what you've learned better and will retain it longer.

Myth #2: You should study in silence.

Not true! We now know that it's not essential the study environment be quiet. Though many libraries insist that music not be played, some students say a little background noise cuts down on distractions and helps them concentrate. And one language student reports that her teachers always suggest she say new words aloud and write them in a notebook to help make them memorable. So it's important that sound not be totally banned.

Myth #3: The Internet makes studying more efficient.

Nope! Some tout the value of multi-tasking, but research suggests that be taken with a grain of salt. In a recent study, a group of college students sent an average of 97 text messages per day, with 71 of those messages being sent while doing homework. When this group's study results were analyzed, it was found that it increased the time they needed to learn material and decreased the quality of their learning. Some people suggest that if a computer isn't needed for homework, it not be used.

B DISCUSSION | Which of the study tips did you know about? Do you agree or disagree with them? Explain.

C GRAMMAR | The subjunctive

Use the subjunctive form of a verb in a noun clause that follows a verb or adjective of urgency, obligation, or advisability. The subjunctive form is the same as the base form and doesn't change, no matter what the subject of the clause is. Use not before the verb for the negative.

She suggested that her daughter **study** in a quiet room.
It's crucial that we **be** early on the day of the exam.
They're demanding that students **leave** their phones in their lockers during class.
My friend recommended I **not accept** the lab job unless they offer me a higher salary.

Verbs and adjectives of urgency, obligation, and advisablity

Verbs	Adjectives
ask	critical
demand	crucial
insist	desirable
propose	essential
recommend	important
request	necessary
suggest	

The passive form of the subjunctive is be + a past participle

He asked that music **be turned off** in the study hall.
I'm proposing the rules for cell phone use in class **not be changed**.

The continuous form of the subjunctive is be + a present participle.

It's important that they **be waiting** in the room before the teacher arrives.

Be careful!
If a noun clause doesn't follow a verb or adjective of urgency, obligation, or advisability, don't use the subjunctive.
Students agree that calendar apps **are** useful.
It's interesting that multi-tasking **reduces** study success.

Note: The subjunctive in the noun clause doesn't change, no matter what the time frame of the entire sentence is.

It **was** essential the research **include** (NOT ~~included~~) students from different cultures.
The school psychologist **recommended** that all students **be tested** (NOT ~~were tested~~) for learning disabilities.
She **will request** that students **not be told** (NOT ~~will not be told~~) their scores on the last test.
The professor **had demanded** that no one **be looking at** (NOT ~~was looking at~~) a device during her lecture.

GRAMMAR EXPANDER p. 131
Infinitives and gerunds in place of the subjunctive

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D **GRAMMAR PRACTICE** | **With a partner, decide whether to use the subjunctive and circle the correct form. Explain each answer.**

1 Matt and Emilie were convinced their son (have / had) a good intuitive sense.
2 It's suggested that every new student (takes / take) a language aptitude test.
3 It was requested that new teachers (arrive / arrived) at the school office an hour early the first day of class.
4 Ms. Sills demanded that no laptops (be / were) open during class.
5 It's crucial that one (study / studies) in short intense sessions rather than cramming in one marathon session the night before the test.
6 My parents proposed that my brother (not study / didn't study) with music playing in his room.
7 Ella's supervisor will insist that no one (is / be) late to tomorrow's lunch.
8 They suggested that we (be given / were given) an opportunity to apply for a spot in next year's class.
9 She agrees that it (be / is) hard to ignore incoming text messages when doing homework.
10 They ask that guests (be wearing / are wearing) somewhat formal clothes when they enter the reception.

> "Convinced isn't a verb of urgency, obligation, or advisability."

E **PAIR WORK** | **Take turns completing these statements in your own way, using the subjunctive.**

1 On the first day of class, it's important that a teacher . . .
2 I suggest that a visitor to our city . . .
3 I would recommend that the school administration . . .
4 I think it's crucial that every parent . . .
5 If I were a parent, I would insist that my children . . .

COMMUNICATION ACTIVATOR

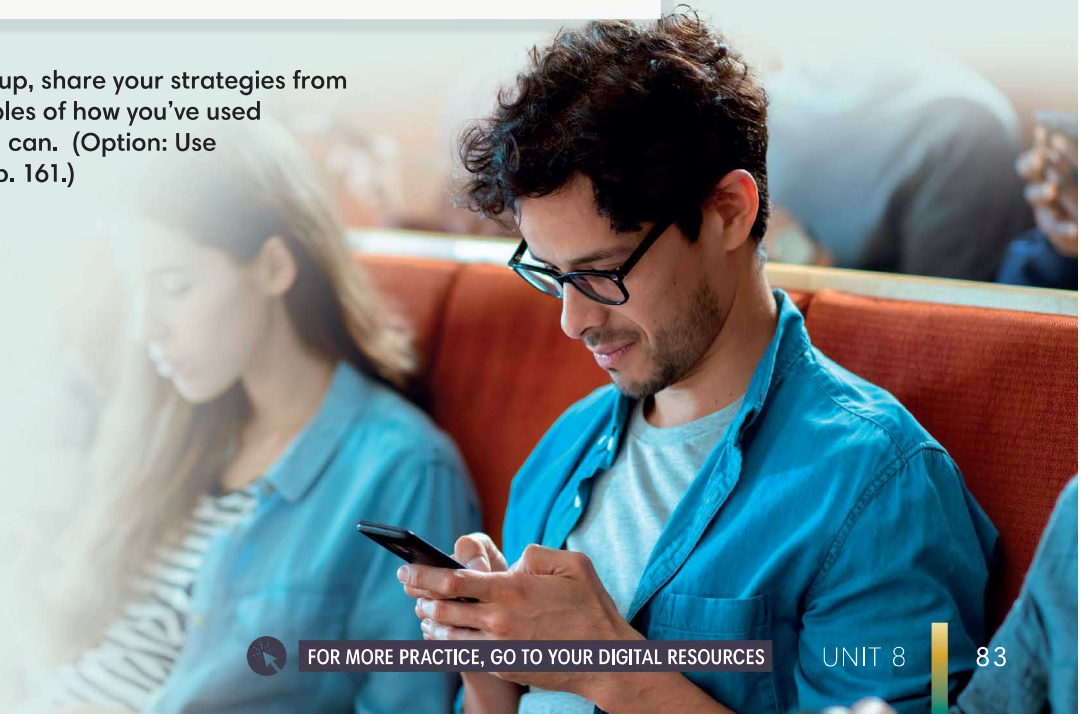
Now let's talk about how we study.

A **TALKING POINTS** | **Make a list of your strategies for successful studying. Use Grammar Close-Up or strategies from the list.**

Strategy	How it contributes to my success

Some strategies
- avoid junk food
- get plenty of sleep
- study my class notes
- listen to music
- make quizzes for myself
- say new words aloud
- make to-do lists
- work with a partner
- your own idea

B **DISCUSSION** | **In a small group, share your strategies from Talking Points. Provide examples of how you've used them and say as much as you can. (Option: Use the Unit 8 Soft Skills Booster, p. 161.)**



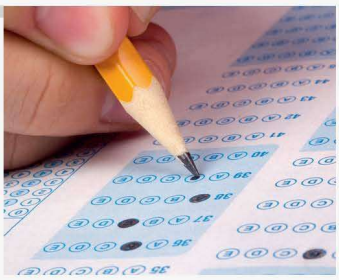
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3 COMMUNICATION GOAL

Discuss the effect of the environment on intelligence

A READING | Read about intelligence and the factors that might influence it. What are some of the reasons it has been difficult to accurately measure intelligence?

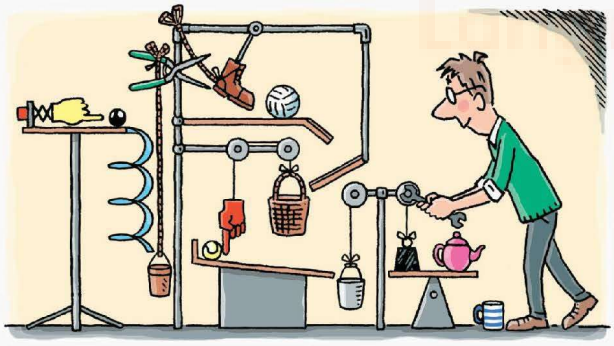
Measuring and understanding intelligence



What is intelligence and what factors influence it? Many define it with a numerical score referred to as the "intelligence quotient" (or IQ). Some history: the IQ was originally arrived at by dividing a child's mental age (as defined by a test) by his or her chronological age and multiplying it by 100. Using this formula, a child of 10 who does as well on the intelligence test as the average 10 year old has an IQ of 100 (or 10 ÷ 10 x 100 = IQ 100). As a comparison, a child of 7 who does as well as the average 10 year old has an IQ of 143 (10 ÷ 7 x 100).

Today, even though most modern intelligence tests don't calculate IQ in the same way, the idea of an intelligence "quotient" continues to be used popularly as synonymous with "intelligence." However, most experts suggest that intelligence be seen as more complex than something that can be measured on a test of general knowledge, mathematical and verbal ability, logic, and memory—which is where classic intelligence tests stop. It's widely agreed that current intelligence assessments fall far short of the goal of measuring or even understanding the nature of intelligence. What are some deficiencies of the tests?

While it is accepted that IQ often does predict one's academic achievement, it can't indicate one's level of creativity or practical ability—the ability to cope with everyday life or work. Nor can IQ indicate one's potential for growth.



IQ doesn't measure creativity or practical ability.

Another weakness of IQ is the fact that the tests have long been known to be culture-bound, with one's score easily affected by the culture in which one was brought up. As a result, statistics that purport to compare the intelligence of the average person in different countries should be considered flawed or, at least, to have very limited value.

Regarding one's potential for growth, while many psychometricians (experts in the measurement of intelligence) insist that IQ test scores not be seen as changeable, others have a more nuanced—or a less black-and-white—view of how fixed one's IQ remains throughout life. One way to test the hypothesis that the IQ is fixed throughout life is to look at the relative contributions that genetics and the environment (the "nature versus nurture" question) may have had on an individual's IQ score. If it can be shown that the environment has played a role, then we can conclude that one's IQ can change during the course of one's life.

Although it's well known that genetically similar individuals generally have similar IQs, a number of studies of adopted twins have sought to clarify the effect of the environment in genetically identical individuals. If intelligence comes 100% from the genes, then identical twins would have identical IQs, no matter where they were raised. It has been found, though, that identical twins who were adopted into different families do not usually have identical IQ scores, so environment must play a role.

What's not known, though, is which environmental factors are most important. One, however, consistently seems to make a difference: health. When average IQs are compared across the world, the one factor that has the greatest impact on IQ is the level of infectious, especially parasitic, disease in the population. The effect of parasitic infections in early childhood is a slowing of intellectual development, affecting children's performance on standard intelligence tests.

Finally, the health factor might explain one of the most intriguing observations about intelligence: the Flynn Effect. Since the early 1900s, scores on IQ tests have largely increased in most parts of the world, a discovery of scientist James Flynn. Based on the recent discovery of the association between intelligence and childhood health, it has been theorized that these rising scores might be due to an increase in vaccinations and improved nutrition, which tends to support the belief that the most important environmental influence on IQ is health.

B UNDERSTAND MAIN IDEA | Which of the following statements expresses the main idea of the article?

- ☐ 1 The Flynn Effect may be due to improved health around the world since the early 1900s.
- ☐ 2 Although scientists are learning more about what determines intelligence, there is still much to be learned.
- ☐ 3 Genetics appears to play a more important role in intelligence than the environment.

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C **UNDERSTAND DETAILS** | **Choose the best word or phrase to complete the statements.**

1 The fact that intelligence can change over time proves that (nurture / nature) has an effect.
2 It's not definitively known which (environmental / genetic) factor has the greatest impact on intelligence.
3 The role of childhood health in regional differences in intelligence has been (investigated / disproved).
4 Since the early 1900s, the Flynn Effect has been observed in (most / a few) countries around the world.
5 The Flynn Effect describes a rise in (IQs / vaccinations).

D **FIND SUPPORTING DETAILS** | **Check the statements that are or might be true. Find details in the article to support your opinion.**

- ☐ 1 Adult intelligence is determined in the same way as that of children.
- ☐ 2 An IQ score doesn't describe all types of intelligence.
- ☐ 3 Psychometricians disagree about whether intelligence can be changed.
- ☐ 4 General knowledge, mathematical and verbal ability, logic, and memory are used to measure intelligence around the world.
- ☐ 5 Comparing the intelligence of identical twins adopted into two different families is one way to observe the influence of the environment on intelligence.

COMMUNICATION ACTIVATOR

Now let's discuss the effect of the environment on intelligence.

A **TALKING POINTS** | **Imagine that you are a new parent and that you believe environment has a role in maximizing the intellectual potential of a child. Make a list of activities you think would enhance your child's intelligence at each age of his or her early life.**

0-12 months

12-24 months

3-5 years of age

early primary school

later years



B **DISCUSSION** | **In a small group, share your ideas from Talking Points. Explain how you think the activities would boost your child's intelligence.**

> "Personally, I believe the best way to develop children's intelligence is to read to them every night at bedtime. It builds their vocabulary and their love of learning. I would start reading to my kids even before they can talk."

KEEP TALKING!

- **Ask questions.**
- **Provide reasons for your ideas.**
- **Support your ideas with examples from your life, your knowledge, or the life of people you know.**
- **Agree and disagree.**
- **Say as much as you can.**

Watch the video for ideas!

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4 COMMUNICATION GOAL Evaluate your emotional intelligence

A VOCABULARY | Interpersonal and intrapersonal intelligence | Read and listen. Then listen again and repeat.



Interpersonal intelligence: the ability to understand the intentions, motivations, and desires of others

Examples

- **social skills:** managing relationships to get along with others
- **empathy:** being considerate of other people's feelings

Intrapersonal intelligence: the ability to understand one's own feelings, fears, and motivations

Examples

- **self-awareness:** knowing one's own emotions, strengths and weaknesses, and recognizing their impact on others
- **self-regulation:** controlling one's negative impulses in order to adapt to a particular environment



B ACTIVATE VOCABULARY | With a partner, describe one person you know with good interpersonal intelligence and one with good intrapersonal intelligence. Or tell your partner about someone who doesn't have either one.

> "My first job was at a restaurant. My manager had really good interpersonal skills. He always let us know he understood the stress of making customers happy, and we felt he cared about us."

C LISTEN TO CONFIRM CONTENT | Listen to a lecture. Mark each statement T (true), F (false), or ND (not discussed in the lecture).

..... 1 EQ measures cognitive ability.
..... 2 Emotional intelligence is a soft skill.
..... 3 Budgeting and financial planning are hard skills.
..... 4 Soft skills are more important than hard skills.
..... 5 It is well known that IQ cannot be increased by training.
..... 6 Technical management skills form one of the emotional competencies of leadership, according to Goleman.
..... 7 Sonia Vargas is more interested in increasing her IQ than her EQ.

D LISTEN TO CLARIFY | Listen again. How does the lecturer contrast the concept of hard skills and soft skills? Be specific.

E LISTEN TO DRAW CONCLUSIONS | Listen again. With a partner, answer the questions, explaining your rationale.

1 Why are the new managers going to have workshops in developing their emotional intelligence, but not their IQ?
2 Why do you think emotional intelligence would be important for leaders in a company?
3 Does Daniel Goleman believe that emotional intelligence can be taught?
4 Can tests of emotional intelligence be as valid as IQ tests?

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COMMUNICATION ACTIVATOR

Now let's evaluate your emotional intelligence.

A TALKING POINTS | Take the emotional intelligence self-test. Check the statements that apply to you.

- ○ When I feel down, I try to focus on positive things.
- ○ I like learning about new things.
- ○ I find it easy to admit when I've made a mistake.
- ○ I see mistakes as opportunities to learn.
- ○ Most people agree that I have a good sense of humor.
- ○ When I'm feeling upset, I'm usually aware of the cause.
- ○ Understanding others' feelings is important to me.
- ○ When I'm criticized, I try to use the criticism for self-improvement.
- ○ I don't mind talking with others about uncomfortable topics.
- ○ I find it fairly easy to get along with people I don't like.
- ○ I am aware of how my own behavior affects others.
- ○ I don't mind conflicts or disagreements.
- ○ I'm good at helping people who disagree with each other to reach a solution.
- ○ I am able to motivate myself to do things I don't want to do.
- ○ Before making an important decision, I often ask others for advice.
- ○ I always think about the ethical consequences of my decisions.
- ○ I am aware of my strengths and weaknesses.
- ○ I feel satisfied with my achievements, even if I haven't received praise.
- ○ I generally feel good about who I am, even though there may be things I'd like to change.

SCORE

How many statements did you check?

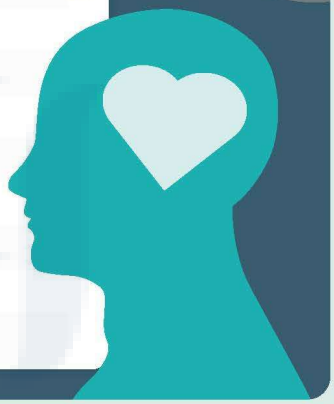
16–19 = You have a very high EQ.

12–15 = You have an above-average EQ.

8–11 = You have an average EQ.

4–7 = You have a below average EQ.

1–3 = You have a very low EQ.



B PAIR WORK | Compare your scores from Talking Points. Do you each feel that your score accurately measures your emotional intelligence? Explain, using some of the adjectives to support your explanation.

> "It's really interesting. People have always said I'm empathetic, and it turns out that I got a high score. Maybe there's something to this EQ stuff."

Adjectives

ambitious	indifferent	polite
collaborative	judgmental	relaxed
considerate	loyal	reliable
empathetic	modest	rude
fair	open-minded	trustworthy

C DISCUSSION | Based on the quiz, in which way does EQ seem to measure intelligence differently from IQ? Why might an EQ score be useful for an employer to know?



WRITING HANDBOOK p. 151

- **Skill:** Explaining cause and result
- **Task:** An essay about staying focused on a task

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Identify my unique strengths.
- ☐ Talk about how I study.
- ☐ Discuss the effect of the environment on intelligence.
- ☐ Evaluate my emotional intelligence.

For more practice . . . Unit Review / *Connect TV* ★ Test-Taking Skills Booster

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Soft Skills Workshop 4

A "How-to" Demonstration

Outcome

You will demonstrate how to accomplish something.



How to overcome a fear or phobia



How to design and plant a garden



How to make [something to eat or drink]

MORE IDEAS

How to plan and host a party / meeting / event
How to prepare for a job interview
How to care for a cold / fever / backache
How to expand your English vocabulary
Your own idea: ___

1 TEAMWORK Choose a topic.

Form teams. Discuss and choose a topic from the photos or the More Ideas list for your how-to demonstration.

Break your team into pairs or small groups. With your partner(s), use the Planner to plan a series of steps and select the format you'd like to use in your demonstration.

PLANNER

1 Plan the steps you'd like to use in your demonstration. Write notes here, using transition words such as First, . . . / Then . . . / After that, . . . / Finally, . . .)

2 Discuss and choose the format(s) you want to use. If you want to include objects or props, discuss and decide what you would like to include.

- ◯ show slides from a deck
- ◯ make posters with drawings, photos, or magazine cut-outs
- ◯ write a list on a whiteboard
- ◯ show objects or demonstrate with props
- ◯ act out the steps or present a skit
- ◯ other: _____

Meet with the rest of the team. Share your presentation steps and format ideas from the Planner with the team. Explain the reasons for your choices.

Compare the steps from each group's planner and decide which one or ones to use in your team's how-to demonstration. Agree on the presentation format(s) as well.

Tips for TEAMWORK

Invite your colleagues to share personal experiences.
Who's ever tried to ___ ?
Has anyone had experience with ___ ?
Are any of you good at ___ ?

Offer reasons for your decisions.
We thought the class might find ___ [interesting].
I figured that this would be ___ .
We all agreed that ___ .

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Print out the **Evaluation Chart**.

2 COLLABORATION

Write a script and assign roles.

With your teammates, write an introduction, explaining why your team chose its topic. Then write the script for what you will say as you do your demonstration.

Take turns reading the script aloud. Suggest ways to improve the script. Correct any errors.

Decide which team members will create the visuals, collect the props, or produce anything else required for the presentation format the team agreed on.

Assign roles for the demonstration. For example, one team member could introduce the demonstration topic, and the remaining team members could be assigned to present the various steps or manage the visuals.

Tips for COLLABORATION

Show willingness to accept an assignment.

I'd be happy to do that. Got it!
Consider it done! My pleasure.

Ask for and be open to feedback.

Can I run something by you?
How about we give [my idea] a try?
See what you think of this.

Provide colleagues with positive encouragement.

You're such [a team player / a genius]!
[Paula] is so [talented / creative / reliable], isn't she?
You really have a knack for [using digital media].



3 PRESENTATION

Rehearse the demonstration and present it to the class.

Rehearse: Provide each team member with a copy of the revised and corrected script.

Take turns rehearsing each part of the demonstration. Listen carefully to your teammates' delivery, provide feedback, and offer suggestions.

Present: Present your demonstration to the class. Introduce each new speaker. Check frequently whether your audience looks engaged with the topic or looks confused.

After your demonstration, ask the class for questions. Take turns answering, depending on which team member feels most able to respond.

Tips for PRESENTATION

Interact with the audience before you begin.

Have any of you ever tried ___ ?
What do you think of ___ ?
Are you ready to [learn something new]?

Confirm that the audience is following you.

What do you think?
Does anyone have any questions?
Is that clear?

EVALUATE

Improve your presentation skills.

Use the Key to answer the questions and evaluate each how-to demonstration. Discuss strengths and weakness and make suggestions about how each demonstration might be improved.

- ☐ 1 Did the introduction adequately explain why the team chose the topic?
- ☐ 2 Did the demonstration include a clear sequence of steps that helped achieve the desired goal?
- ☐ 3 Did the presentation format provide visual support that helped make the demonstration easy to follow?
- ☐ 4 Did the presenters interact with the audience?
- ☐ 5 Did the presenters make sure the audience was paying attention?

KEY

Y = yes
U = usually
S = sometimes
N = no



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