Unit 8 Achievement and Intelligence

PREVIEW	Students listen to a lecture about the effect of the environment on extreme intelligence, read and listen to a conversation about career and study plans, take a self-test about sticking to a task.	
LESSON 1 **Identify your unique strengths**	***Vocabulary***	Ways to describe strengths and talents
	Grammar	Using auxiliary *do* for emphatic stress
LESSON 2 **Talk about how you study**	***Grammar***	The subjunctive
LESSON 3 **Discuss the effect of the environment on intelligence**	***Reading skills***	Understand main idea; Understand details; Find supporting details
LESSON 4 **Evaluate your emotional intelligence**	***Vocabulary***	Interpersonal and intrapersonal intelligence
	Listening skills	Listen to confirm content; Listen to clarify; Listen to draw conclusions
SOFT SKILLS WORKSHOP 4	*A "How-to" Demonstration*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii–xxiii.

Preview

A ENVIRONMENT AND INTELLIGENCE

Suggested time: 10 minutes | Your time:

- Write on the board: *Is extreme intelligence determined by someone's genes or by someone's environment?* Elicit the meaning of *environment* in the question. (family and friends, education, life experience) Ask volunteers to share and explain their views.
- Have Ss listen to the lecture and note down the arguments for and against.
- Ask Ss to compare answers in pairs. If appropriate, play the audio again for Ss to check their answers.
- Check answers as a class. To check comprehension, ask: *Which type of twins share the same genes?* (identical) *Which type of twins have more similar IQ scores?* (identical) *What other geniuses have you heard of?* (Possible answers: Einstein, da Vinci) *Are there other theories that explain what determines extreme intelligence?* (yes)

B ZOOM-IN

Suggested time: 10 minutes | Your time:

- Ask, *What is Amal trying to decide?* Have Ss scan the conversation for the answer. (her plans for next year)
- Have Ss read and listen to the conversation. To check comprehension, ask: *What options is Amal considering?* (lab research and teaching / doctorate in chemistry and professorship at a research university) *What are the pros and cons of lab research for Amal?* (Pro: She would be working on new discoveries. Con: It could be lonely, and she is a social person.) *What are the problems of a doctorate for Amal?* (It can take years, and she is not sure she's prepared for it.)

LANGUAGE AND CULTURE

- In the United States, *research universities* are those with a main focus on research and graduate education (such as master and doctorate programs). A *professor* in a research university is usually both a teacher and a researcher.
- When you *are not cut out for* a task or job, you do not have the right qualities for it.

C UNDERSTAND FROM CONTEXT

Suggested time: 10 minutes | Your time:

- Have Ss paraphrase the sentences individually and then compare their answers in pairs.
- Elicit different answers for each item from the class.

D LOOK IT UP AND SHARE

Suggested time: 5 minutes | Your time:

- Have Ss write their sentences and then share them in pairs.
- Ask volunteers to share their sentences with the class.

E THINK AND EXPLAIN

Suggested time: 5 minutes | Your time:

- Elicit the meaning of *self-aware.* (being conscious of your own personality, abilities, ideas)
- Have Ss discuss the questions in pairs.
- Ask volunteers to share their ideas with the class.

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F TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the question at the top of the self-test. Ask, *What does* stick to something *mean?* (to continue to do something even if it is hard)
- Point to the pictures and ask questions to preview some of the vocabulary. First column: *Is the desk messy or neat?* (neat) *What is the person using the hourglass for?* (setting a time limit) Second column: *What does* disturb *mean?* (to bother) *Is she reading online or offline?* (offline) *What is a breather?* (a short break)
- Have volunteers read the statements and benefits. Check understanding of *scramble* (to do something in a hurry and with difficulty), *stretch* (to make something longer), *enable* (to allow), *confine* (to limit), and *resume* (to continue).
- Read the instructions to the self-test. Do the first item with the class as an example. Tell Ss, for example, that you are usually organized, but that your desk sometimes gets messy toward the end of the day or week. Ask the class, *How could I do better?* Elicit suggestions such as: *You could organize your desk at the end of each day / week.*
- Have Ss work individually to check the adverbs. Remind them to make notes on how they can do better when their answer is *usually* or *never.* Monitor and assist as needed.

OPTION (+5 minutes) If Ss are struggling to find ways they can do better, elicit ideas from the class and write them on the board. (For example: to stay organized, buy desk organizers; to stick to a schedule, use an online calendar with reminders; list your tasks by priority so that the most urgent ones are at the top of your to-do list; assign time limits for each step of a project; find a quiet place to work, such as a library; turn off your phone or Wi-Fi when you need to concentrate on work or study; schedule five minutes every hour for stretching, standing up, or walking when you are working or studying)

CHALLENGE (+10 minutes) Ask Ss to add one more suggestion of their own, including benefits, to the self-test. Allow them to research online if necessary. Then have them share their suggestions with the class.

START TALKING | PAIR WORK

Suggested time: 10 minutes | Your time:

- In pairs, have Ss share their plans to do better on the points they responded with a *never*. (If some Ss don't have any *never* responses, ask them to choose a *usually* one and tell their partner what they would do to make it an *always*. If some Ss marked *always* for all the items, have them share what they do to help them accomplish that.)
- Remind Ss to ask for more details about their partner's plans. Monitor and assist as needed.
- To review, ask volunteers to share what they are planning to do better about the points they never do.

OPTION (+5 minutes) Have partners offer each other suggestions of things they can do better.

EXTENSION (+10 minutes) Write the seven statements from the self-test across the top of the board. Divide Ss into seven groups and assign each group one of the statements. Have them make a list of ways a person can do each thing better. Then ask a volunteer from each group to write their ideas on the board. Discuss the ideas with the class and elicit other suggestions. Encourage Ss to write down the ideas for future reference.

CHALLENGE (+15 minutes) Put Ss in small groups. Have each group research a time management technique online or assign one for each group. (For example: Pareto Analysis, Time Blocking Method, Rapid Planning Method, Pickle Jar Theory, Eat That Frog Technique) Have each group share a short summary of the technique they researched with the class. Ask Ss which method they think would work best for them.

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LESSON 1 Identify your unique strengths

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read and listen to the strengths and talents. Then have them listen and repeat.
- Draw Ss' attention to the note below the chart. Say, *You can also have an ear for languages.* Then ask Ss, *Do you think you have an ear for English?* Elicit answers.

LANGUAGE NOTE The expression *to have a knack for [learning languages]* can also be used with nouns alone: *have a knack for [languages / math / science].*

EXTENSION (+5 minutes) Have Ss work in pairs to choose one or more of the vocabulary items and think of a famous person with that talent. Give an example: *Albert Einstein had a head for figures.* Allow Ss to research online if necessary. Have Ss share their examples with the class.

EXTENSION (+5 minutes) Elicit a job that requires each of the talents listed. (For example: good with one's hands: carpenter; mechanically inclined: engineer; head for figures: accountant; ear for music: pianist; eye for detail: detective; intuitive sense: psychologist; way with words: journalist; way with people: doctor; knack for learning languages: translator)

B ACTIVATE VOCABULARY

Suggested time: 10 minutes | Your time:

- Read the directions. Have Ss read the texts silently. Check understanding.
- In pairs, have Ss use the vocabulary to describe the people. Then have them think of jobs or careers that would suit each person's talents. As Ss discuss, monitor and assist as needed.
- Go over answers with the class. For each person, elicit ideas from different pairs.

LANGUAGE AND CULTURE

- The *Diplomatic Corps* is a group of officials (diplomats) representing a country abroad.
- A *post* is an office or position, usually with a lot of responsibility, to which a person is appointed. Diplomats often move to different posts or countries regularly.
- A *culinary institute* is a school that teaches the art and science of cooking and food preparation.
- In the United States, *school newspapers* are usually written, edited, designed, managed, and published by the students in a school, often under the supervision of one or more teachers.
- *Pet-sitting* is the activity of taking care of someone's pet, usually in their own home, while the pet's owner is away.

C PERSONALIZE

Suggested time: 5 minutes | Your time:

- Ask, *Do you know anyone who is like any of the people in Exercise B?* Elicit answers.
- Read the directions. Call on a volunteer to read the example description.
- Give Ss time to write a description of two people they know. Remind them to use the expressions in Exercise A and to say how each person uses that talent.
- Then, in pairs or small groups, have Ss describe the two people to classmates. Monitor and assist as needed.
- To review, ask volunteers to describe one of the people to the class.

TEACHING TIP To make this activity more engaging, encourage Ss to show a photo of the person on their phone as they share their description.

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D GRAMMAR

Suggested time: 5 minutes | Your time:

- Read the rule and examples. Ask, *Could you state these sentences without the highlighted* do *and* did? (yes) *How would the new sentences differ?* (There would be no emphatic stress.)
- Read the **Be careful!** note. Then ask Ss to restate the second example sentence on the left without the highlighted *did.* (She completed the course, . . .)

GRAMMAR EXPANDER (optional, pages T130–131)

E PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss listen to the grammar examples, paying attention to the highlighted forms of *do*.
- Then play the audio again and have Ss repeat.

F GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Then have Ss rewrite the other sentences. Tell them to pay attention to whether the underlined verb is in the present (1, 3, and 5) or past (2, 4, and 6).
- Ask volunteers to read the revised sentences aloud. Make sure they stress the correct auxiliary verb.

PRONUNCIATION LESSON (optional, page T141)

G PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the example statement.
- Give Ss time to write a few statements about themselves. Encourage them to use the Vocabulary.
- In pairs, have Ss take turns reading their statements.
- To review, ask volunteers to share their sentences.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Indicate that you have prior knowledge about a situation with *So I understand (that) . . .*
- Use *Would you say you . . .?* to encourage someone to express a point of view
- Say *So here's what I'd suggest* to announce you're going to propose a plan
- Say *You can't go wrong* to support someone's tentative decision

- Go over the **Social language** box. Then read the first line of the conversation. Ask, *Does Speaker A already know that Speaker B is thinking about changing programs?* (yes)
- Have Ss read and listen to the conversation.
- To check comprehension, ask: *What two career goals is Speaker B considering?* (directing and editing) *Does Speaker B have an eye for detail?* (yes) *Which career choice is better for someone with an eye for detail?* (editing) *Which is better for a people person?* (directing)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss listen and repeat the conversation lines. Make sure they use emphatic stress for *do* in *I definitely do have an eye for detail*.
- Monitor as Ss practice the conversations in pairs. Have them change roles and repeat.

C IN YOUR OWN WORDS

Suggested time: 10 minutes | Your time:

- Read the directions. Go over the ideas in the **Keep Talking!** box and play the video.
- Have a volunteer read the phrases in the **Recycle This Language** box.
- In pairs, have Ss create their conversations using the expressions in Exercise A on page 80.

LOOK FOR While Ss are doing Exercise C, monitor their conversations to determine if they are using expressions to describe strengths and talents.

OPTION Use the Unit 8 Energizer Worksheet (see Printable Resources in the Portal).

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Portal).

CLOSURE ACTIVITY (+5 minutes) Write on the board: *My [friend] is a / an [job title]. It's a good fit for him / her because he / she does [strength / talent].* Ask Ss to write a short paragraph about a friend or relative starting with this sentence frame. Ask them to add at least one more sentence exemplifying the talent mentioned, use *does* for emphatic stress, and vocabulary in Exercise A on page 80. Collect and read Ss' paragraphs to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

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LESSON 2 Talk about how you study

A GRAMMAR CLOSE-UP

Suggested time: 10 minutes | Your time:

- Read the title and subtitle of the text. Ask Ss to read the text quickly and explain the meaning of *debunk.* (to show something is false)
- Then have Ss read the text again and check comprehension. Ask:
  According to the text, should study sessions be one long period or several short periods? (several short ones)
  What does an "intense" study session mean? (highly concentrated; doing a lot in a short period of time)
  Why do some people consider some background noise helpful when studying? (It reduces distractions and improves concentration.)
  Has research proven that multi-tasking increases efficiency? (no)
  What did the study of people who sent a lot of messages conclude? (They needed more time to learn, and the quality of their learning was lower.)

B DISCUSSION

Suggested time: 10 minutes | Your time:

- Have Ss discuss the questions in pairs or small groups.
- To review, ask volunteers to share and explain their opinions about each of the tips.

EXTENSION (+10 minutes) Ask Ss to share any other myths about studying they know about. Alternatively, ask them to research about one more myth as homework and share the information they find in the next session.

C GRAMMAR

Suggested time: 10 minutes | Your time:

- Have Ss read the first sentence of the rule. Bring their attention to the list of **Verbs and adjectives of urgency, obligation, and advisability** on the right.
- Read the rest of the rule and give Ss a few minutes to read the example sentences. Ask, *Which example sentences use verbs of urgency, obligation, or advisability?* (the first, third, and fourth ones) *Which sentence uses an adjective?* (the second)
- Focus on the form of the highlighted verb in each example. Point out that it does not change—no matter what the subject. Ask Ss to notice the word *not* before the verb in the fourth example. If appropriate, explain that the action in a noun clause following verbs and adjectives of urgency, obligation, or advisability is uncertain to occur. It is often referred to as a mood rather than a tense, and it is contrasted with the indicative, which is a statement of reality. We don't use the subjunctive when the noun clause expresses a simple fact.
- Read the second rule and ask volunteers to read the example sentences. Write on the board:
  I demand that I ___ (give) my money back.
  It is crucial that these emails ___ (sent) today.
- Ask Ss to fill in the blanks with passive subjunctive forms. (*be given*, *be sent*) Elicit additional sentences.
- Read the third rule and example sentence. Point out that the continuous form is not often used in spoken English.
- Read the **Note** and ask volunteers to read the example sentences. After each sentence, ask: *What is the time frame of the entire sentence?* (The first is simple past; the second is simple past; the third is future; the fourth is past perfect.) *What form should be used in the noun clause?* (the same subjunctive form for all the sentences)
- Read the **Be careful!** rule and ask volunteers to read the example sentences. Ask, *Is the verb* agree *in the first sentence a verb of urgency, obligation, or advisability?* (no)
- Write on the board:
  We recommend that scheduling apps be used.
  Ask, *Why is the subjunctive used in this sentence?* (*Recommend* is a verb of advisability.)
- Then draw Ss' attention to the second example sentence. Ask, *Is* interesting *an adjective of urgency, obligation, or advisability?* (no) Again point out that for that reason, the subjunctive is not used.

GRAMMAR EXPANDER (optional, page T131)

OPTION (+5 minutes) Elicit which words in the **Verbs and adjectives of urgency, obligation, and advisability** can indicate something is urgent, mandatory, or advisable. (urgency: insist, critical, crucial, essential, important, necessary; obligation: ask, demand, request, necessary; advisability: propose, recommend, suggest, desirable, important)

CHALLENGE (+5 minutes) Refer Ss back to the text in Exercise A. Have them circle the verb or adjective that is followed by each subjunctive. Elicit answers, asking if each verb or adjective denotes urgency, obligation, or advisability. (*recommended*: advisability; *preferable*: advisability; *essential*: urgency; *insist*: urgency / obligation; *suggest*: advisability; *important*: urgency / advisability; *suggests*: advisability; *suggest*: advisability)

Answers for Exercise F on page 81

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

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D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do the first item with the class. Elicit the answer. Ask, *Is it the subjunctive form?* (no) *Why not?* (because *convinced* is not a verb of urgency, obligation, or advisability)
- In pairs, have Ss choose the correct form to complete each sentence and explain their choices.
- To review, elicit answers and explanations from different pairs.

CHALLENGE (+5 minutes) Have Ss look at the two non-subjunctive sentences (1 and 9). In pairs, have Ss rewrite the sentences using verbs or adjectives of urgency, obligation, or advisability. Tell them to change each sentence as necessary. (For example: 1. Matt and Emilie demanded that their son's intuitive sense be respected. 9. It's crucial that she ignore incoming text messages when doing homework.)

CHALLENGE (+5 minutes) Have Ss locate the one passive subjunctive sentence in the exercise. (8) Ask them to change it to the active using the subject *the school* in the noun clause. (They suggested that the school give us an opportunity . . .)

E PAIR WORK

Suggested time: 10 minutes | Your time:

- Have Ss work individually to complete the statements. Encourage them to complete some of them with the passive and the continuous subjunctive as well.
- Then have Ss share their statements with a partner. Monitor for correct use of the subjunctive.
- Bring the class together. Ask, *Did anyone use the passive subjunctive in their statements?* Have Ss share their sentences. Then elicit statements using the continuous subjunctive. Finally, elicit an example for each item.

Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Read the directions.
- Elicit the strategies suggested in the text in Exercise A on page 82 (study over several short periods, intensely; have some background noise or music while studying; say new words aloud and write them in a notebook; don't use a computer or the Internet while studying if you don't need to).
- Go over the strategies in the box on the side. Point out Ss can use strategies from page 82, from this list, or add their own ideas.
- Do an example with the class. Write on the board: *Get plenty of sleep.* Ask, *How can this strategy contribute to my success as a student?* Elicit answers. (For example: It gives me more energy to study. It helps me keep concentrated during classes and study sessions.)
- Have Ss draft their notes individually. Encourage them to think of actual instances when they used each strategy. (For example: I got plenty of sleep before exam days last year and I passed all of them.) Monitor and assist as needed.

B DISCUSSION

Suggested time: 10 minutes | Your time:

SOFT SKILLS BOOSTER (optional, pages T154A–B)

- In small groups, have Ss share the strategies they listed, explain how these helped them, and give examples of how they used them.
- Bring the class together. Have volunteers share information about some of the strategies they used.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are

✓ explaining how each strategy contributed to their success

✓ providing examples of how they used each strategy

CLOSURE ACTIVITY (+5 minutes) Write on the board:
I recommend that everyone . . .
I suggest that everyone . . .
It's important that . . .
Have Ss complete the sentences with studying strategies they discussed in the Communication Activator. Remind them to use the subjunctive in their sentences. Collect Ss' answers and read them to identify areas for review. If appropriate, make a master list with Ss' recommendations and suggestions and share them with the class.

Remind Ss they will find additional grammar practice in their digital resources.

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LESSON 3 Discuss the effect of the environment on intelligence

A READING

Suggested time: 15 minutes | Your time:

- Read the directions and the target question. Ask Ss to read the text and list the reasons mentioned.
- Have Ss compare their answers with a partner. Then check answers as a class.
- To check understanding of the vocabulary, ask:
  What is verbal ability? (the skill to understand and communicate well with words) *What does* fall short of *mean?* (to fail to meet expectations or standards)
  What is academic achievement? (performance and accomplishment of specific goals in school)
  What is a black-and-white *view of an issue*? (a view that considers the issue a simple one, clearly defined into the right and wrong aspects)
  What does it mean to play a role *in something?* (to have an effect on something)
  What are standard intelligence tests? (tests that measure a range of abilities and provide a score of a person's intelligence and potential)

OPTION (+5 minutes) To check comprehension before (or after) Exercises B, C, and D, ask:
How was IQ originally calculated? (by dividing a child's mental age by his / her chronological age and multiplying by 100)
What five things are usually assessed on a classic intelligence test? (general knowledge, mathematical ability, verbal ability, logic, memory)
Can IQ indicate a person's creativity or practical ability? (no)
Are IQ tests affected by a person's culture? (yes)
What is a psychometrician? (an expert in the measurement of intelligence)
What is one environmental factor that consistently affects IQ? (health)
What did James Flynn discover? (IQ test scores have largely increased in most parts of the world since the early 1900s.)

B UNDERSTAND MAIN IDEA

Suggested time: 5 minutes | Your time:

- Read the directions and the statements.
- Have Ss choose the main idea. Ask them to read the text again if necessary.
- Go over the answer with the class.

OPTION (+5 minutes) Have Ss explain why statements 1 and 3 are not the correct choices. (Possible answers: Although statement 1 is true according to the last two paragraphs of the article, it is just a supporting detail. Statement 3 is not true. According to the fifth and sixth paragraphs, both genetics and the environment seem to play a role in intelligence, but the text doesn't say one is more important than the other.)

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C UNDERSTAND DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Have Ss read the statements and choices. Check understanding.
- Have Ss do the activity individually. Encourage them to find information in the text to justify their answers.
- Review the answers with the class. Ask Ss to provide the passages in the text that support their answers.

EXTENSION (+10 minutes) In pairs, have Ss write five sentences about information in the reading, using the choices not selected in this exercise: *nature*, *genetic*, *disproved*, *a few*, *vaccinations.* Ask volunteers to share their sentences with the class.

D FIND SUPPORTING DETAILS

Suggested time: 5 minutes | Your time:

- Read the directions. Have volunteers read the statements. Check understanding.
- Have Ss do the activity individually. Suggest they underline the passages in the article that support their answers.
- Then have Ss compare answers with a partner.
- Go over the answers with the class. Ask Ss to provide the information from the text that supports their answers.

EXTENSION (+5 minutes) Ask Ss to think about the areas tested on classic IQ tests: general knowledge, mathematical and verbal ability, logic, and memory. Ask, *Do you think these are good measures of intelligence? Why or why not?* Have Ss discuss the question in small groups. Then ask volunteers to share their views with the class.

Communication Activator

A TALKING POINTS

Suggested time: 15 minutes | Your time:

- Read the directions and the age groups.
- Point to each photo and ask, W*hat age group is this child / are these children in? What's happening in the photo?* (Possible answers, clockwise from top left: 12–24 months: a mother is reading to her daughter; early primary school: a mother is teaching her daughter to play the guitar; 3–5 years of age: a boy is studying the natural world; 0–12 months: a doctor is checking the baby's health; later years: the children are in a lab class, studying science)
- Then ask, *Do you think these activities can enhance a child's intelligence?* Elicit answers, asking Ss to give reasons.
- Have Ss make their lists of activities for each age group. Encourage them to write at least one idea for each group. Ask them to think about how each activity would boost the child's intelligence. Monitor and assist as needed.

TEACHING TIP (+5 minutes) If you notice that Ss without children or younger siblings struggle to think of ideas, pair them with classmates who are parents or older siblings and allow them to create their lists in pairs.

B DISCUSSION

Suggested time: 15 minutes | Your time:

- Read the directions. Call on a volunteer to read the example answer.
- Go over the **Keep Talking!** box and play the video to support Ss as they extend their discussions.
- If necessary, give Ss time to think about reasons and examples for the activities they listed.
- In small groups, have Ss share and discuss their ideas.
- To review, ask volunteers to share one activity for each age group, explaining their answers.

LOOK FOR While Ss are doing Exercise B, monitor their discussions to determine if they are
✓ sharing an activity for each age group
✓ supporting their ideas with reasons and examples

CLOSURE ACTIVITY (+5 minutes) Write on the board: *What activities from your childhood do you think helped boost your intelligence? Explain how.* Ask Ss to write their names and answers on a blank sheet of paper. Collect Ss' answers and read them to identify areas for review and extra practice.

Remind Ss they will find additional reading practice in their digital resources.

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LESSON 4 Evaluate your emotional intelligence

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss read the definitions of *interpersonal intelligence* and *intrapersonal intelligence*. Write *inter-* and *intra-* on the board. Ask, *What does* inter- *mean?* (between / among) *What does* intra- *mean?* (within)
- Play the audio. Have Ss read and listen to the vocabulary. Then have them listen and repeat.
- Read the definition of each skill and check understanding.

EXTENSION (+10 minutes) To check understanding, write on the board:

1. *What kind of job requires good social skills?*
2. *Who is someone you know that shows a lot of empathy? How do they do that?*
3. *What are some benefits of having self-awareness?*
4. *Why do you think self-regulation is necessary?*

Have Ss discuss the questions in groups or as a class.

B ACTIVATE VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the example answer.
- Elicit an example of someone with good or bad intrapersonal intelligence. (For example: bad: someone who always screams at other people, talks loudly in the library, interrupts a speaker or lecturer all the time.)
- Give Ss time to think about someone they know and how to describe their skills—or lack of.
- In pairs, have Ss share their descriptions. Monitor and assist as needed.
- Ask volunteers to share their descriptions with the class.

C LISTEN TO CONFIRM CONTENT

Suggested time: 10 minutes | Your time:

- Read the directions. Go over the statements and check understanding. Elicit the meaning of *cognitive ability* (ability to understand and learn through thought and mental processes), *budgeting* (planning of how much money you will spend on something), and *competencies* (skills). Ask Ss to listen for the definitions and explanations of *EQ*, *soft skills*, *hard skills*, and *emotional competencies* in the lecture.
- Have Ss listen to the lecture and do the activity. If necessary, have Ss compare their answers in pairs. Play the audio again for them to check their answers.
- Go over the answers with the class.

LANGUAGE AND CULTURE

- *EQ* stands for *emotional quotient*.
- We use the phrase *quote unquote* in spoken English to indicate where quotation marks would be if the statement were written. It often shows the speaker doesn't agree with the word used. In the audio, it is used to indicate that the word "smart" might not be the most appropriate term.
- If *the last word hasn't been spoken* about something, there is a lot more to say about the topic and people will continue to discuss it.
- A *set point* is a value or point around which the normal range fluctuates. An *emotional set point* is the usual level of emotion a person feels or goes back to after responding to a highly emotional event.
- *Put your finger on something* means to know or be able to explain exactly what is wrong or unusual about something.
- *Pop psychology*, also called *popular psychology*, covers psychology topics that are interesting and influence the general population but are not necessarily supported by scientific evidence.
- *Be at the top of your game* means to be doing something at the very highest level, such that you could not perform any better.

EXTENSION (+10 minutes) Ask Ss to correct the false statements. Play the audio again if appropriate. (Possible answers: 1. EQ measures emotional intelligence. 5. There's a lot of controversy about whether it's possible to improve IQ scores. 6. There are five main emotional competencies of successful leaders: self-awareness, self-regulation, social skills, empathy, and motivation. Technical management skills are hard skills.)

D LISTEN TO CLARIFY

Suggested time: 5 minutes | Your time:

- Play the lecture again. Ask Ss to listen for the descriptions of *hard skills* and *soft skills* and take notes.
- Have Ss compare their answers in pairs before going over the answers with the class.

E LISTEN TO DRAW CONCLUSIONS

Suggested time: 10 minutes | Your time:

- Play the audio again. Encourage Ss to take notes to use during their discussion.
- In pairs, have Ss share and explain their answers.
- Have volunteers share their answers with the class.

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Communication Activator

A TALKING POINTS

Suggested time: 10 minutes | Your time:

- Go over the statements and check understanding. Elicit or explain that *ethical consequences of [my] decisions* refers to applying the principles of what is right and wrong when choosing how to act in a certain situation.
- Have Ss check the statements that are true for them. Then ask them to count the statements they checked and read their score. Remind Ss that this is not an official test.

B PAIR WORK

Suggested time: 5 minutes | Your time:

- Read the directions. Have a volunteer read the list of adjectives and another read the example answer.
- In pairs, have Ss compare scores and the items they each checked. Then have them say if they feel their scores are accurate and explain why or why not.
- Bring the class together and invite volunteers to share their scores. Ask them if they agree or disagree with the score and why.

C DISCUSSION

Suggested time: 10 minutes | Your time:

- Refer Ss to the article in Exercise A on page 84. Elicit how IQ tests usually measure intelligence. (by assessing general knowledge, mathematical and verbal ability, logic, and memory)
- Read the questions. Ask a volunteer to read the example answer.
- Give Ss time to think about their answers.
- Have Ss share their answers with the class or in groups.

LOOK FOR While Ss are doing Exercises B and C, monitor their discussions to determine if they are

- ✓ incorporating adjectives to describe their test scores
- ✓ using the vocabulary correctly
- ✓ explaining their point of view
- ✓ effectively contrasting EQ and IQ

OPTION (+5 minutes) Write on the board: *Do you think there are some jobs that require more IQ and others that require more EQ? Explain.* In groups, have Ss discuss the question. Elicit the conclusions from the different groups.

WRITING HANDBOOK (optional, page T151)

CLOSURE ACTIVITY (+5 minutes) Write on the board: *What did you learn about your emotional intelligence?* Ask Ss to use the vocabulary for describing interpersonal and intrapersonal intelligences in their answers. Collect and read Ss' answers to identify areas for review and extra practice.

Remind Ss they will find additional vocabulary, listening, and writing practice in their digital resources.

PROGRESS SELF-CHECK
Follow the procedure outlined in Unit 1 on page T11.

FOR MORE PRACTICE . . .
Refer to the list of review and additional practice items in Unit 1 on page T11.

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Soft Skills Workshop 4: A "How-to" Demonstration

For information on the general purpose, organization, and length of the Soft Skills Workshops, see the **Introduction** note on page T22.

1 TEAMWORK

Suggested time: 30 minutes | Your time:

- Read the workshop title and the **Outcome** note. Ask, *Have you had any experience with a how-to demonstration? What did you demonstrate? What suggestions do you have for someone doing this type of presentation?*
- Read the directions for the first set of tasks. Have Ss look at the photos. Read the captions and then the list of topics in the **More Ideas** box. Tell Ss they can demonstrate one of these things or something else they have knowledge of and / or experience with.
- Read the second set of tasks. Go over the items in the **Planner**. Check understanding of *slides from a deck* (a slide presentation using a digital application), *magazine cut-out* (an image clipped from a magazine), *prop* (an object used for a presentation), and *skit* (a short, usually humorous, performance to educate or inform).
- Suggest Ss choose the formats that are most appropriate for their demonstration. Give examples: *A demonstration of how to cook something might work better with props so you can show some of the ingredients or cooking tools. On the other hand, a demonstration of how to care for a cold might work better with presentation slides, where you can show images of medicines or list ideas.* Remind Ss they can use any combination of formats, or any other necessary ones.
- Then read the directions for the final sets of tasks.
- Go over the ideas in the **Tips for Teamwork** box. Encourage Ss to use these ideas in their discussions.
- Agree with the class how long their demonstration should take (for example, 4–5 minutes). Suggest they keep this time limit in mind when preparing their presentation.
- Form teams of 4–6. Have each team decide on a topic and share it with the class before moving on to the planning stages.
- Monitor and assist as needed. Keep time as Ss work.

OPTION (+10 minutes) To help Ss prepare for the task, find a short video of an effective how-to demonstration online and show it to the class. Ask Ss to describe the steps and presentation formats used. Then ask them if they considered the demonstration effective, and why or why not.

TEACHING TIPS

- Write on the board time limits for each set of tasks. (For example: 5 minutes to discuss and choose a topic; 10 minutes to plan steps and choose formats in pairs; 15 minutes to share, discuss, and decide the steps of the demonstration and the presentation formats in groups)
- Ask Ss for the list of props or electronic devices they are planning to use for their demonstrations. Make sure these can all be used in the classroom where Ss will give their presentation. You might also want to confirm if Ss would be able / allowed to use some of the school's equipment (such as computers, projectors, flipcharts) if necessary.

Language Center

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2 COLLABORATION

Suggested time: 30 minutes | Your time:

- Read the directions and clarify the process as needed.
- Read the ideas in the **Tips for Collaboration** box. Encourage Ss to use this language as they collaborate. Remind them to keep a positive attitude and to respect each other's opinions and work.
- Have Ss get back in their teams and write their script. Remind them to keep it within the time limit for the presentation.
- Monitor and assist as needed. Make sure all Ss are involved and have a role.

TEACHING TIPS

- Encourage Ss to use language they learned in previous units in their presentations. Suggest, for example, they use the subjunctive in their suggestions and recommendations (Unit 8, page 82). Depending on what they are demonstrating, refer them to the tips for job interviews (Unit 1, pages 10–11) or the information on fears and phobia (Unit 3, pages 26–27, and Unit 7, pages 72–73).
- Have Ss complete their individual tasks as homework if necessary.
- If most teams need to collect props outside the classroom, schedule their presentations—or all the presentations—to a future class session.

3 PRESENTATION

Suggested time: 30 minutes | Your time:

- Read the directions.
- Go over the **Tips for Presentation** box. Encourage Ss to incorporate these ideas into their scripts.
- Elicit other suggestions for an effective demonstration. (For example: speak clearly, at a good volume and good pace; make sure the audience can see what you are doing with objects and props; use large, clear fonts and avoid including too much information on each slide)
- Direct Ss' attention to **Evaluate**. Read the directions. Give Ss a minute to read the questions silently. Suggest Ss refer to the Evaluate checklist as they practice their presentations and give each other feedback.
- Monitor as Ss rehearse. Assist with body language and pronunciation as needed.
- Print and pass out the **Evaluation Chart** before the presentations. Make sure Ss have a chart to fill out for each group. Suggest Ss take notes as each group speaks. Encourage them to highlight what each group did particularly well.
- Call on teams to present their demonstrations. If time is limited, have two teams present to each other.
- Encourage the audience to think of questions to ask at the end of each presentation.
- Leave time after each presentation for the audience to ask questions and complete the Evaluation Chart (for example, 5 minutes). Have the team that just presented complete an Evaluation Chart about their presentation as well.
- Collect Ss' Evaluation Charts after the final presentation.

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