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: *positive attitude*. 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: *Encourage and offer suggestions to support others.*
- 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 short 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.
- 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 **POSITIVE ATTITUDE** Definition: *The ability to support other people's ideas with respect and enthusiasm* Lesson focus: Encourage and offer suggestions to support others	When a friend or colleague shares thoughts, ideas, or feelings about something	○ Use rising intonation for *yes / no* questions and falling intonation for information questions and statements ○ Use an enthusiastic tone of voice	Use inviting expressions and gestures; Lean in to demonstrate attention and openness
UNIT 2 **INTEGRITY** Definition: The ability to communicate your values clearly to build the culture of trust and transparency Lesson focus: Indicate when your ideas are similar or different	When talking with others about something that they may have different views on	○ Stress words showing similarity or difference ○ Use falling intonation ○ Use a calm tone of voice	Make eye contact; Use body language (e.g., mirror the speaker's posture and gestures) to strengthen agreement or difference of opinion
UNIT 3 **EFFECTIVE COMMUNICATION** Definition: *The ability to understand what other people are expressing and to express your own thoughts clearly and respectfully* Lesson focus: Use self-correction to repair errors or slips of the tongue	When clarifying what you mean to the person or people listening	○ Pause after *I mean* and other phrases used to clarify your point of view ○ Stress important verbs and negative expressions	Open your eyes wider; Use "explaining" hand gestures to show that you'd like to correct or clarify your words
UNIT 4 **ADAPTABILITY** Definition: *The ability to reflect on a new situation and adapt your response for better communication* Lesson focus: Use hesitation expressions to buy time to prepare yourself to answer unanticipated questions	When discussing a tough issue with a friend or colleague	○ Pause after *Hmm* and other expressions used to show hesitation ○ Speak slowly ○ Stress the adjectives *good* and *tough*, and the verb *think* in the example expressions	Tilt your head or look away to allow more space for thought; Use body language (e.g., touch your chin with your fingers) to express you need time to think of an answer

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UNIT 5 **DECISIVENESS** Definition: *The ability to offer opinions that influence other people's actions* Lesson focus: Offer a strong or weak hypothesis	When speculating about a topic in a discussion	◦ When offering a strong hypothesis, use a confident tone of voice and stress the adjectives and adverbs ◦ Pause before *but* in the introductions for offering a weak hypothesis	Raise your eyebrows and nod when presenting a strong hypothesis; Tilt your head and use a doubtful facial expression to show hesitation
UNIT 6 **PROBLEM SOLVING** Definition: *The ability to identify and analyze problems and then suggest and implement solutions* Lesson focus: Give constructive feedback non-judgmentally	When a friend or colleague is asking for or giving constructive feedback	◦ Pause after introductory phrases like *Next time, Well,* and *The way I see it* ◦ Use an inquisitive tone with *Did you consider . . . ?* ◦ Use falling intonation when agreeing with the advice	Make eye contact; When giving feedback, use body language (e.g., point to yourself) to show how you see the issue
UNIT 7 **LEADERSHIP** Definition: *The ability to motivate others toward the completion of a goal* Lesson focus: Encourage others to support their ideas	When sharing ideas and eliciting support or agreement, in both work and social settings	◦ Use rising intonation for *Can you . . . ?, For example?, For instance?, and Such as?* questions to show interest in hearing more ◦ Use an encouraging tone of voice	Nod your head gently as you listen; Raise your eyebrows and make eye contact
UNIT 8 **RESPECTFULNESS** Definition: *The ability to consider and accept other people's opinions* Lesson focus: Interrupt and delay an interruption	When somebody 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	◦ Put stress on the content words (*Sorry*, *Excuse*, *hate / interrupt*, *let / say*, *butt in*) ◦ Pause after each phrase introducing your own thought ◦ Raise your voice slightly when you'd like to continue with your thought	Use a thoughtful expression; Use subtle gestures (e.g., raise your hand) and raise your eyebrows to signal that you'd like to interrupt and add something
UNIT 9 **CONFLICT RESOLUTION** Definition: *The ability to settle a disagreement and to prevent it from escalating* Lesson focus: Respectfully acknowledge that others may disagree with you	When discussing an issue that you expect somebody has a different opinion about	◦ Put stress on the verbs, adjectives, and negatives (*disagree*, *complicated*, *controversial*, *<u>not</u> a . . .*) ◦ Pause before *but* in each phrase introducing your argument ◦ Maintain a respectful tone	Keep a neutral expression; Nod to show you've acknowledged the other person's views
UNIT 10 **NEGOTIATION** Definition: *The process of reaching a consensus between parties with opposing views* Lesson focus: Attempt to come to agreement by respectfully acknowledging an opposing point of view	When you disagree with somebody on an issue but would like to come to an agreement	◦ Put stress on the verbs in the introduction (*hear . . . saying*, *understand . . . saying / coming from*) ◦ Pause before *but* ◦ Put contrastive stress on the pronouns *I* and *my* in the second part of your statement	Make eye contact; Point to the listener and then yourself to show that both your and the other person's opinion are equally valid