**Summit unit walk-through**

**UNIT GOALS.** Clearly state the communication goals of the unit.

**UNIT GOALS.**
1. Compare your strengths and weaknesses.
2. Define intelligence.
3. Explain how you produce your best work.
4. Debate preferential treatment for the gifted.

**TOPIC PREVIEW.**
Previews the content of the unit, builds schema, and develops academic skills.

**SOUND BITES.**
Presents a “snapshot” of authentic conversational language for observation.

**What kinds of intelligences do you have?**

According to the theory of multiple intelligences developed by Harvard psychologist Howard Gardner, there are several kinds of “intelligences” rather than a single intelligence. A person can have high-level abilities in some intelligences and low-level abilities in others. What kinds of intelligences do you have?

Rate your own intelligence for each type on a scale of 1 to 5, with 1 being “very low” and 5 being “very high.”

- **Visual/Spatial**
  - Creating art
  - Understanding maps, charts, and diagrams

- **Mathematical**
  - Working with numbers and calculating amounts
  - Understanding and analyzing statistics

- **Linguistic**
  - Playing with words, such as doing puzzles and telling jokes
  - Learning foreign languages

- **Musical**
  - Playing a musical instrument
  - Having a natural sense of rhythm

- **Physical**
  - Playing sports
  - Assembling and repairing things, such as furniture or machines

- **Intuitive**
  - Creating or describing new ideas
  - Sensing opportunity or danger before others do

- **Interpersonal**
  - Cooperating with other people
  - Communicating ideas to others, such as by teaching or persuasion

- **Intrapersonal**
  - Completing tasks independently, without help from others
  - Knowing what your strengths and weaknesses are

**CORE**

**4**

**3**

**2**

**1**

**STARTING POINT.**
Accesses prior knowledge and gets students talking.

**IN OTHER WORDS.**
Provides practice in inferring meaning of idioms from context.

**Sound Bites.**
Read and listen to a conversation about someone who turned his life around.

**OLIVIA:** Do you remember Johnny Nolan?

**CHARLES:** I think so. Wasn’t he the kid who was always failing in class and getting into trouble?

**OLIVIA:** That’s the one. Well, he’s apparently turned his life around. I just heard he’s the CEO of MegaStar Foods.

**CHARLES:** Get out of here! Johnny Nolan? Head of a multimillion-dollar company?

**OLIVIA:** I guess he turned out to have a real head for business.

**CHARLES:** That’s for sure. I didn’t think he had it in him.

**OLIVIA:** It just goes to show you—you can’t judge a book by its cover.

**In Other Words.**
Read the conversation again. Then say each of the statements another way.

1. “He’s turned his life around.”
   - “He turned their lives around.”
   - “They turned their lives around.”

2. “Get out of here!”
   - “He turned out to have a real head for business.”
   - “That’s for sure.”
   - “I didn’t think he had it in him.”
   - “You can’t judge a book by its cover.”

**In Other Words.**
Read the conversation again. Then say each of the statements another way.

1. “He’s turned his life around.”
2. “Get out of here!”
3. “He turned out to have a real head for business.”
4. “That’s for sure.”
5. “I didn’t think he had it in him.”
6. “You can’t judge a book by its cover.”

**Discussion.**
What kinds of intelligences do you think Johnny Nolan might have? Why?

**What kinds of intelligences do you think these people have (or had)?**

- Did well in school but not in life.
- Did poorly in school but well in life.
- Struggled in school or in life.
- Always got into trouble.

**IN OTHER WORDS.**
Provide practice in inferring meaning of idioms from context.
My older sister really has a way with people. Presentations include Pair Work, Co-Pair Work. Identify people you know or have heard about who have each of the following talents. Express your ideas and opinions well. Have an eye for detail. Have a good intuitive sense. Be good with one's hands. Be able to use one’s hands to make or do things. Be good at mathematics. Be good at mathematical calculations. Be able to recognize, remembering, and applying conversation strategies. For example, I wish I were / had  . I have a knack for  . I’m good at … I’m not so good at … If you ask me, I’d say you’ve got a real … I guess that’s true. Well, you can’t be good at everything. Do you think so? Thanks.
Define intelligence

A. IQ and EQ: Do they matter?

Our IQ (intelligence quotient) is a measure of general intelligence. An IQ test, however, cannot be an accurate measure of general intelligence only if there is such a thing as "general intelligence." It enables us to order a series of everyday mental tasks. Some scientists believe that we have several different intelligences rather than one general intelligence and that IQ tests cannot provide a complete measure of intelligence. Although the intelligence quotient has prevailed as a way to examine intelligence, the concept of general intelligence, developed by psychologists Daniel Goleman, explains what the concept of general intelligence cannot. Emotional intelligence, the concept of general intelligence, has been proved. Consequently, many psychologists and private companies have started to do tests that measure IQ and EQ to predict success. Consequently, emotional intelligence is rising enough to take the place of the existing ones. Our abilities will continue to be evaluated with IQ and EQ tests.

B. Discuss. How do IQ and EQ differ? Do you think intelligence can be measured without considering the context in which a person lives, works, or studies?

C. Use subordinating conjunctions to connect ideas within a sentence. Use transitions to connect ideas between sentences or paragraphs.

D. Circle the correct subordinating conjunctions and transitions.

E. Pronunciation booster. Promotes accurate pronunciation of spoken English.

F. Grammar booster. Gives additional explanations, charts, and reviews as well as more practice.

G. Grammar exchange. Offers students an opportunity to engage in discussion using the target grammar.

GRAMMAR SNAPSHOT. Illustrates grammar in context and provokes interest in the topic of the lesson.

GRAMMAR CHARTS. Clear presentations address form, meaning, and use and warn of common learner errors.
Explain how you produce your best work

You've got work to do, but how can you get it done when your mind won't stop racing? Focus on the task at hand instead by understanding how you and your classmates stay focused and how you overcome distractions.

Step 1. Discussion.

What do you do when you find it difficult to concentrate on what you are reading when you are working on a task? What strategies do you use to stay focused?

Step 2. Discussion.

Describe a time when you were really able to concentrate, when your ideas flowed freely, and you completed a task at a fast pace. What went right?

Step 3. Discussion.

Do any of the tips in the article seem useful to you? Why or why not? Have you used any of them before?

Step 4. Discussion.

What can you do to help you produce your best work? Compare how you and your classmates stay focused and how you overcome distractions.

--

AUTHENTICITY. All readings come from authentic sources and build confidence and the ability to approach academic content.

"NOTE-PADDING" ACTIVITIES. Help students organize their thoughts before discussion, ensuring success for all students.
Debate preferential treatment for the gifted

VOCABULARY. Authentic dictionary entries build students’ academic skills.

DISCUSSION BUILDER. Step-by-step discussion activities ensure successful discussion for all learners.

LISTENING COMPREHENSION. Intensive and extensive critical listening practice provokes lively discussions.

MODELS. Frequent student speaking models get discussions started.

The Childhood of Sigmund Freud

Sigmund Freud’s father, Leo, a struggling wool merchant, and his wife, Amalia, recognized that their son had an early gift for languages. By the age of eight, a child prodigy, Sigmund had mastered Latin, Greek, French, Italian, and Spanish. Sigmund’s parents were able to foster his talents among other children, often giving him over the five years he was five. They lived in their mother’s native Vienna, a city where the polish and psychiatry, but he profoundly changed the way people view the practice of psychology.

The Childhood of Sigmund Freud

Step 1. Read the statement about Sigmund Freud’s childhood. On your notepad, make a list of arguments to support or argue against the statement.

Arguments for

Arguments against

Step 2. Pair Work. Read the statement below. On your notepad, make a list of arguments to support or argue against the statement.

Step 3. Debate. Form two groups. Each group argues for or against the statement.

"Gifted children should be singled out for preferential treatment. They should be given advantages that other children don’t get in order to nurture their special talents."
Complete the sentences with the appropriate subordinating conjunction or transition from each box.

Use words from the box to complete the statements. (You will not use all of the words.)

**WRITING.** Complete writing syllabus builds key skills.

**CHECKPOINT.** Integrated-skills checklists permit students to consolidate, review, and confirm what they've learned.

**COMPANION WEBSITE.** Provides additional student and teacher resources.