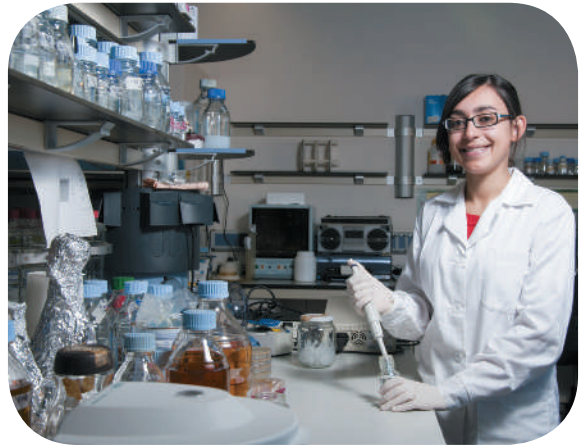


A New Generation of Thinking

UNIT
6



Getting Ready

Discuss the following questions with a partner.

- 1 What do you understand by the word “intelligence”?
- 2 Look at the people in the pictures above. Which activities do you think require the most “intelligence”?
- 3 Who is the most intelligent person you know? Why do you think he or she is intelligent?

Before You Read

What's Your EQ?

A Answer the following questions.

- 1 Do you know what an IQ test is? What does it measure?
- 2 EQ refers to "Emotional Intelligence Quotient." What do you think this means?
- 3 Which do you think is more important: a high EQ or a high IQ?

B Discuss your answers with a partner.**Reading Skill**

Skimming

Skimming for content is a useful skill that can help you read and comprehend faster. You can get a good idea of the content of a passage without reading every word or sentence. By skimming quickly over the text, you can pick up on the main points of the passage, as well as the main idea of what the reading is about.

A Skim the passage on the next two pages, and look at the pictures and captions. Then complete the following sentences.

- 1 The book *Emotional Intelligence* is about _____.
 - a how success is determined more by emotional stability than IQ
 - b why some people are better at sensing emotions compared to others
 - c how intelligence can be measured by how happy or sad people generally are
- 2 The Marshmallow Challenge was about _____.
 - a how many marshmallows the children could eat
 - b whether the children were able to count the marshmallows
 - c whether the children could resist eating marshmallows
- 3 The word *amygdala* refers to _____.
 - a memories that are unpleasant or cause stress
 - b the part of the brain that controls emotions
 - c a condition that affects people with emotional issues
- 4 The author Daniel Goleman believes that _____.
 - a emotional intelligence is best taught to children and teenagers
 - b a person is born with a fixed amount of emotional intelligence
 - c one can develop their emotional intelligence all through life

B Discuss your answers in A with a partner. Then read the passage to check your answers.**C Now read the entire passage again carefully. Then answer the questions on page 97.**

Motivational Tip: Understanding why a reading skill is important. In this chapter we have practiced skimming. What do you already know about skimming? How do you think that this reading skill can help you become a better reader? Discuss your ideas together as a class. Identify specific ways that you can use this reading skill beyond this particular unit.

Emotional Intelligence

Daniel Goleman is discussing his famous “**impulse** control” test at a San Francisco lecture and has the entire audience’s attention. Goleman, a psychologist and science writer, is the author of the best-seller *Emotional Intelligence*, a fascinating book about recent discoveries in brain research that prove emotional **stability** is more important than IQ in determining an individual’s success in life. One of the highlights of the book, Goleman explains to his audience of foundation leaders, educators, and grants donors, is a test administered 30 years ago that Goleman calls “The Marshmallow Challenge.”



Daniel Goleman, best-selling author of the book *Emotional Intelligence*, frequently gives lectures on leadership.

In this experiment, four-year-old children were individually called into a room at Stanford University during the 1960s. There, a kind man gave a marshmallow to each of them and said they could eat the marshmallow right away, or wait for him to come back from an errand,¹ at which point they would get two marshmallows.

Goleman gets everyone laughing as he describes watching a film of the preschoolers while they waited for the nice man to come back. Some of them covered their eyes or rested their heads on their arms so they wouldn’t have to look at the marshmallow, or played games or sang to keep their thoughts off the single marshmallow and waited for the promised double prize. Others—about a third of the group—simply watched the man leave and ate the marshmallow within seconds.

What is surprising about this test, claims Goleman, is its diagnostic² power: A dozen years later the same children were **tracked down** as adolescents and tested again. “The emotional and social difference between the grab-the-marshmallow preschoolers and their gratification³-delaying peers was dramatic,” Goleman says.

The ones who had resisted eating the marshmallow were clearly more socially competent than the others. “They were less likely to go to pieces, freeze or regress under stress, or become rattled⁴ and disorganized when pressured; they embraced challenges and pursued them instead of giving up, even in the face of difficulties; they were self-reliant and confident, trustworthy and dependable.”

The third or so who grabbed the marshmallow were “more likely to be seen as shying away from social contacts, to be stubborn and indecisive, to be easily upset by frustrations, to think of themselves as unworthy, to become immobilized⁵ by stress, to be mistrustful or **prone to** jealousy, or to overreact to certain situations with a sharp temper.”



A group of four-year-old children were given the choice to eat one marshmallow, or wait for a while in order to receive two.

¹ An **errand** is a short trip taken to do a specific task, e.g. mailing letters.

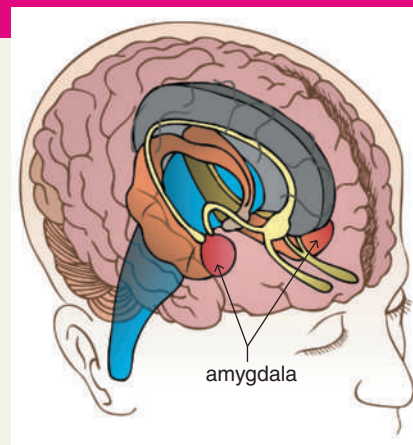
² A **diagnosis** is an investigation or analysis of the cause or nature of a condition or problem.

³ **Gratification** refers to a sense of pleasure and satisfaction.

⁴ If you say something **rattles** you, it upsets you.

⁵ Something that is **immobilized** is unable to move or progress.

40 And all because of a single marshmallow? In fact, Goleman explains, it's all because of a lone neuron⁶ in the brain, only recently discovered, that bypasses the neocortex—the area of the brain where **rational** decisions are made—and goes straight to the amygdala, or emotional center of the brain. It is here that
45 quicker, more primitive “fight or flight”⁷ responses occur, and are stored for future use. The more that emotional memories involving temper, frustration, anxiety, depression, impulse, and fear pile up in early adolescence, the more the amygdala can “hijack⁸ the rest of the brain,” Goleman says, “by flooding it with strong and
50 inappropriate emotions, causing us to wonder later, ‘Why did I overreact?’”



But if the emotions stored in the brain are those of **restraint**, self-awareness, self-regulation, self-motivation, **empathy**, hope, and optimism, then we become **endowed** with an “emotional intelligence” that serves rather than enslaves us for the rest of our lives.

55 The bad news, says Goleman, is that a widely praised but disturbing study from the University of Vermont has shown a “decline in emotional aptitude⁹ among children **across the board**.” Rich or poor, East Coast or West Coast, inner city or suburb, children today are more vulnerable than ever to anger, depression, anxiety—what he calls a massive “emotional malaise.”¹⁰ The good news, however, involves another recent discovery—that the amygdala takes a long time to mature, around 15 or
60 16 years, which means to Goleman that “emotional intelligence can be taught, not only in the home but perhaps, more importantly, in school.”

Goleman’s own story is as intriguing as his book. The author or co-author of nearly a dozen other books involving brain research and behavior, he experienced steady but modest sales until *Emotional Intelligence* hit the stores. Later came the cover of *Time* magazine and appearances on television,
65 such as the Oprah Winfrey Show.

“But I think the book also points out the real strength in what has been a feminine preserve in this culture,” claims Goleman. “Girls are raised to be emotionally **astute** and perceptive, but sons learn little about emotions except how to control anger. Women are absolutely more empathic than men on average, but they’ve felt powerless to bring up the idea of emotions as a serious topic.”

70 The irony, Goleman feels, is that if he had written a book about women and emotions, school reform, emotion-based leadership in business, or child psychology, “the book wouldn’t have gotten much attention. As it happens this is a book about all those things, but women and children and school reform are marginalized¹¹ in this society. So I come along with a lot of scientific data that says, ‘Hey, this stuff is consequential’¹²; and maybe some doors are opening in our society.”

⁶ A **neuron** is a nerve cell.

⁷ The **fight or flight** response is a term in psychology used to describe reaction to stress causing one to either be aggressive or to run away.

⁸ To **hijack** something is to take or seize control of it.

⁹ **Aptitude** is the talent or ability to do something.

¹⁰ **Malaise** is an old French word referring to the general feeling of uneasiness or discomfort.

¹¹ To be **marginalized** is to be placed in a position of low power or influence, or to be made to feel unimportant.

¹² Something that is **consequential** has significant consequences or impact.

A Answer the following questions using information from the passage.

1 Why is the Marshmallow Challenge considered such a significant study?

2 List two differences that Goleman found between the children who ate the marshmallow and those who waited.

3 What was the “bad news” found by the University of Vermont study?

4 According to Goleman, what advantage do women have over men?

B Read the following sentences. Check (✓) whether they are true (T) or false (F). If the sentence is false, change it to make it true.

	T	F
1 Goleman’s experiments were conducted on teenagers who were tested again as adults.		
2 Two-thirds of the children ate the marshmallow when the tester left the room.		
3 The amygdala “hijacks” the rest of the brain when a person is angry or frustrated.		
4 The amygdala reaches maturity when people are in their 50s.		
5 Goleman feels boys and girls are raised differently.		
6 Goleman thinks a book about women and child psychology would have been an even bigger success.		

C Discuss the following questions with a partner.

- 1 If you were one of the children in the Marshmallow Challenge, would you have eaten the marshmallow immediately? Why, or why not?
- 2 How do you think emotional intelligence can be taught at home and in school?

Vocabulary Comprehension

Words in Context

A Choose the best answers. The words in blue are from the passage.

- 1 If you are worried about someone's **stability**, you are afraid that _____.
a they may suddenly get sick b they may become upset easily
- 2 You **track down** something that is _____ to find.
a hard b easy
- 3 Someone who is **prone to** anger _____.
a gets angry easily b is calm and stable
- 4 An **impulse** buy is something that you bought _____.
a immediately upon seeing it b after saving up for a long time
- 5 Someone who shows **restraint** at an all-you-can-eat lunch would eat _____.
a as much as possible b until they are comfortably full
- 6 Having **empathy** means you _____.
a get frequent headaches b can understand others' feelings
- 7 Someone who is **endowed** with something has _____.
a a natural talent or ability b a tendency to please other people
- 8 If your employer announces wage cuts that will "affect staff **across the board**," then _____ will have their salary cut.
a everyone in the company b only senior members of staff
- 9 A **rational** person usually makes decisions based on _____.
a feelings b logic
- 10 Being **astute** is an important quality for _____.
a dog walkers b politicians

B Answer the following questions, then discuss your answers with a partner. The words in blue are from the passage.

- 1 What kinds of jobs offer the most financial **stability**? Why?
- 2 Do you think it is easier to **track down** missing people compared to 50 years ago? Why, or why not?
- 3 Are you **prone to** catching colds in winter? What can you do to prevent them?
- 4 Give an example of a time when you had to show **restraint**.
- 5 Do you think people can learn to be more **empathic**? Why, or why not?
- 6 Do you know anyone who is **endowed** with a special talent? What can they do?
- 7 Do you think that people generally tend to make **rational** decisions, or do you think we are guided by emotions?
- 8 Do you think you're an **impulsive** person? Why, or why not?

A Write the part of speech for each word in the box below. Then write the words next to the correct definitions.

_____ intensify _____ distend _____ tension _____ pretend
_____ extension _____ contend _____ tendency _____ tender

- 1 _____ a worrying or unpleasant habit or action that keeps occurring
- 2 _____ to give false appearance or make believe
- 3 _____ a feeling of worry or anxiety that makes it difficult to relax
- 4 _____ deal with or overcome a problem or difficulty
- 5 _____ become greater in strength, amount, or degree
- 6 _____ an extra period of time for which something lasts or is valid
- 7 _____ cause (something) to swell by stretching it from inside
- 8 _____ having a soft or delicate texture

B Complete the following sentences using the correct form of the words from A.

- 1 One major reason why many people don't like traveling in the winter is because they have to _____ with bad weather conditions.
- 2 Even though Laura has a(n) _____ to put things off until the last minute, she always gets things done in the end.
- 3 The new CEO of the company has _____ knowledge of the market after decades of being in the industry.
- 4 The recipe instructed me to bake the chicken until it was lightly browned and _____.
- 5 There's been a lot of _____ between John and Mary ever since their big argument.
- 6 Being pregnant with triplets caused her belly to _____ more than the average woman's.
- 7 Scientists warn that droughts and floods will become more common if we don't _____ our efforts to prevent global warming.
- 8 A psychopath is a person who lacks empathy and is emotionally shallow, but is able to _____ otherwise to get what he or she wants.

Vocabulary Skill

The Root Word *tend*

In this chapter you read the word *attention*, which contains the root *tent*. This root word can also be written as *tend* or *tens*, and comes from the Latin word *tendere*, meaning to *stretch*, *move*, or *be pulled*. This root is combined with prefixes and suffixes to form many words in English.

CHAPTER 2 Left Brains, Right Brains, and Board Games

Before You Read

Brain Games

A Discuss the following questions with a partner.

- 1 How often do you play board games? Which games do you most enjoy?
- 2 What is the most challenging board game you've played? What made it challenging?
- 3 What is the most fun board game you've played? What made it fun?

B Write the name of a different board game for each skill.

Skill	Board game
a good vocabulary	
a good memory	
the ability to think ahead	
lots of patience	

Reading Skill

Identifying Main and Supporting Ideas

Paragraphs often use supporting ideas to give more information about the main idea of a paragraph. Supporting ideas usually follow the main idea. Different types of supporting ideas include examples, illustrations, facts, reasons, etc.

A Read the following sentences from the passage on the next two pages. Skim the paragraphs mentioned below, then write whether each sentence is a main idea (M) or supporting idea (S).

Paragraph 4

- _____ So Tait approached Alexander to help him examine the possibilities of producing a new board game.
- _____ When Tait and his friend Whit Alexander left their jobs at Microsoft, they vowed to jump at any future opportunities to work together.

Paragraph 6

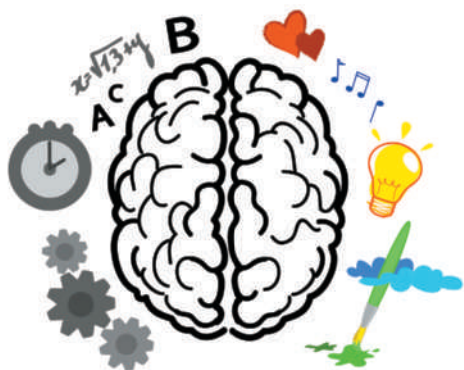
- _____ They discovered a Harvard University researcher named Howard Gardner.
- _____ They began researching the field of intellectual psychology.

Paragraph 7

- _____ The two inventors identified a number of occupations that people might pursue if they are gifted in one of Gardner's intelligences.
- _____ They then broke down the findings into subject matters or areas of interest that those same people would be exceptionally strong in.

B Discuss your answers in **A** with a partner.

C Now read the entire passage carefully. Then answer the questions on page 103.



Left Brains, Right Brains, and Board Games

1 It's not an easy task to do: You need to whistle the song *Stayin' Alive* with enough skill for your teammate to identify the 1970s disco hit. On your next turn, your partner draws a clue with his eyes closed, and you have to guess what it is. You might also find yourself spelling words backward in order to win a round. These odd challenges are part of the “whole brain”
5 board game that tries to satisfy the world's intellectual hunger, appropriately called Cranium.¹

2 In November 1997, personal experience led Richard Tait to consider this new type of board game that, unlike popular uni-skill games, incorporates a variety of talents. On vacation with his wife and another couple, they found themselves stuck indoors one rainy afternoon and decided to pass the time with a board game. They first played Pictionary² and Tait and his
10 wife badly beat the other team. His competitors then sought revenge and quickly challenged Tait and his wife to a game of Scrabble.³ Tait admits his friends were the overwhelming victors in the popular word game.

3 “I felt terrible and wondered why there wasn't a game where everyone that plays can have a chance to shine—still a competitive, fun board game, but one where everyone can show
15 what they are good at,” explains Tait.

4 When Tait and his good friend Whit Alexander left their jobs at Microsoft, they vowed to jump at any future opportunities to work together. So Tait approached Alexander to help him examine the possibilities of producing a new board game. In only nine short months, the two former
20 Microsoft employees **conceived** a unique game that is designed to include something for everyone, and took it to a market that had been craving something different.



Richard Tait and Whit Alexander demonstrate how to play Cranium.

Once they decided to take the proverbial plunge,⁴ they began conducting research to further develop
25 the concept of their “whole brain” game. The two gathered as much knowledge as they could about the history of social games, comparing their findings against the **criteria** for Cranium.

¹ In medical terms, the **cranium** is the part of the skull that encloses the brain.

² **Pictionary** is a board game whereby one person draws pictures to enable their teammates to guess a word or phrase.

³ **Scrabble** is a board game played by forming words from sets of randomly chosen letters.

⁴ To **take the plunge** means to decide to do something that involves some risk. To say something is **proverbial** refers to the fact that it has become a proverb.

- 30 Their conclusion was to develop a left brain/right brain game, but neither knew much about the **hypothesis**, so they began researching the field of intellectual psychology. Tait and Alexander would soon discover a Harvard University researcher named Howard Gardner whose “Theory of Multiple Intelligences” postulates⁵ that there are eight core competencies where people show intelligence, such as linguistic, mathematical, interpersonal, or spatial.⁶
- 35 “We thought it was a really rich framework to try to base the game design on, so we built up from Gardner’s work,” explains Alexander.
- 7 The two inventors identified a number of occupations that people might pursue if they are **gifted** in one of Gardner’s intelligences. They then broke down the findings into subject matters or areas of interest that those same people would be exceptionally strong in, ensuring
- 40 each player their moment to shine.
- 8 After about three months of research, Alexander and Tait realized the **novelty** of their approach to the board-game market. In total, they had come up with 14 different activities, each one innovative in its own right. One such example is “sculpterades.” As the name suggests, this
- 45 sculpting, bringing out the child in the most mature adults. The duo’s commitment to research and quality design took them through ten different Cranium Clay recipes and multiple scents before settling on a purple, citrus-smelling clay that boasts a long shelf life. Tait says that customers often email them for more of the stuff because they like it so much.
- 9 Next, they decided upon four unique groups of question cards, including “Creative Cat,”
- 50 which features sculpting and drawing activities; “Data Head,” which focuses on trivia; “Word Worm,” which includes vocabulary-based questions; and “Star Performer” featuring performance-based activities. It is the team with the best combination of these skills that eventually wins the game.
- 10 Cranium avoids play **dynamics** that allow one group
- 55 to overwhelm another by limiting each team to one task before passing the turn to the next player. Tait says this is just one example of hundreds of game dynamics they **fine-tuned** throughout the play tests. But, he adds, there was one constant throughout the
- 60 testing period: People were having a good time.
- 11 “We originally started with a much broader vision than just a board game,” explains Tait. He says they looked at the 1980s and how the heart was so heavily emphasized
- 65 **in conjunction with** good health. He thinks that the brain is going to be the organ of focus for the new millennium. “And we would like to be the company that’s at the **forefront** of providing fun things to do with your brain to keep it happy and healthy.” This strategy has made Cranium a standout among its competitors in the board-game industry, as there simply is no other game that offers such a large variety of activities.
- 70 Today, the pair’s main challenge is building the Cranium brand name, and Tait **alludes to** a potential TV show as well as new Cranium products in the distant future.



Cranium is the fastest-selling board game in history, selling 100,000 boxes in the first seven months.

⁵ To **postulate** is to assert or claim the existence or truth of something.

⁶ **Spatial** refers to anything related to space. Someone with **spatial intelligence** is talented at manipulating figures and shapes in their minds.

A Choose the correct answers for the following questions.

- 1 Why did Tait and Alexander create Cranium?
 - a They hoped to become very rich.
 - b They didn't want to work at Microsoft anymore.
 - c They wanted to create a game in which everyone could do well.
 - d They wanted to compete with Pictionary and Scrabble.
- 2 According to the passage, what is wrong with Pictionary and Scrabble?
 - a They are for people who are very competitive.
 - b They are not very fun to play.
 - c They do not focus on keeping your brain healthy.
 - d They are only good for people with specific intelligences.
- 3 How does Cranium avoid one group overwhelming another?
 - a Groups are allowed to choose their favorite activity.
 - b Each team only gets one activity per turn.
 - c It focuses on making sure players have a good time.
 - d There are 14 different activities for teams to choose from.
- 4 Which could be another title for this passage?
 - a The Theory of Multiple Intelligences
 - b Famous Board Games
 - c Building the Cranium Brand Name
 - d Everybody Wins at Cranium

B Write the Cranium game categories (mentioned in paragraph 9) next to the correct activity.

Creative Cat Data Head Word Worm Star Performer

- 1 _____ The team has to answer a question about which is the smallest country in the world.
- 2 _____ One team member has to imitate a famous person while the other team members guess the person's identity.
- 3 _____ One team member has to sketch or draw an object with his or her eyes closed while the other team members guess what it is.
- 4 _____ One team member has to spell a word backwards out loud without making a single mistake.

C Discuss the following questions with a partner.

- 1 Have you come across the terms "left brain" and "right brain" before? What do you understand by them?
- 2 Do you agree with Tait that "the brain is going to be the organ of focus of the new millennium"? Why, or why not?

Vocabulary Comprehension

Definitions

A Match the words in the box with the correct definitions. Write a–j. The words are from the passage.

a conceive b criteria c hypothesis d gifted e in conjunction with
f fine-tune g novelty h dynamics i allude to j forefront

- 1 ____ refer to something or someone in an indirect way
- 2 ____ interactions; relating to interpersonal relationships
- 3 ____ something that is new and unusual or different
- 4 ____ naturally and exceptionally talented
- 5 ____ the leading or most influential position or place
- 6 ____ a theory or idea based on facts but not yet proven
- 7 ____ to form or think of something
- 8 ____ to improve something by making minor adjustments
- 9 ____ conditions or standard by which something can be measured or judged
- 10 ____ along or together with

B Complete the following sentences using the correct form of words from A.

- 1 For many people, the most important _____ for buying a house are the location and price.
- 2 The cowboy-themed restaurant was popular at first, until the _____ wore off and people stopped going.
- 3 The company aims to be at the _____ of mobile phone technology.
- 4 She didn't want to present her business plan until she had finished _____ it.
- 5 Understanding group _____ and how people work with each other is the key to successful teamwork.
- 6 Communication technology is so commonplace now that most people cannot _____ of a world without mobile phones or the Internet.
- 7 The advertisement claims that the skin lotion should be used _____ the facial wash to produce the best results.
- 8 The results from the study strongly support the _____ that smoking is the leading cause of lung cancer.
- 9 Many universities give scholarships to _____ students and talented athletes.
- 10 During the interview, the celebrity _____ his relationship status but did not give the press any details.

- A** Study the following words. With a partner, write the part of speech and a simple definition for each word. Then check your answers using a dictionary.

Word	Part of Speech	Definition
1 accept		
2 intercept		
3 recipient		
4 anticipate		
5 captivate		
6 receive		
7 capacity		
8 captor		

Vocabulary Skill

The Root Word *cap*

In this unit, you read the words *conceive* and *concept*, which are formed using the root word *cap*, also written as *cep*, *cip*, or *ceive*. This root comes from the Latin word *capere*, meaning to *take*, *receive*, or *seize*. It is combined with prefixes and suffixes to form many words in English.

- B** Complete the following sentences using the correct form of words from A.

- I think the maximum seating _____ for a taxi in this country is four people.
- Due to the global economic downturn, I don't _____ that we will make our original sales goal.
- Shelly is a great designer, but sometimes her ideas are so "creative" that they are not always _____ by her colleagues or clients.
- Customs officials managed to _____ the goods that were being smuggled into the country.
- Anthony's debut stage performance _____ the audience.
- Did we _____ any mail this morning? I'm expecting a letter from the bank.
- The president's daughter has been kidnapped! Her _____ are demanding a six-million-dollar ransom.
- Those employees who were not the _____ of prize money in the annual charity draw will receive restaurant vouchers from the CEO.

Motivational Tip: Group cohesiveness. What does the word "cohesive" mean? What are the characteristics of a cohesive group? Strengthening the cohesiveness of your class will help people enjoy the reading and learning process more. Identify one or two things that you can do as a class to improve cohesiveness. Display your ideas in the classroom to help you remember them.

Real Life Skill

Determining Your Intelligence

“Multiple Intelligences” is Howard Gardner’s psychological theory about how people can possess different types of intelligences and learning styles. Many people are likely to possess a range of intelligences. For example, an individual may have verbal, musical, and interpersonal intelligence.

A Read the following intelligence types and choose three that best describe you.

Verbal/Linguistic types are naturally good at writing or speaking and with memorization. They have big vocabularies and learn new words easily.

Logical/Mathematical types are driven by logic and reasoning. They can usually make calculations quickly and are good at strategy games.

Visual/Spatial types are good at remembering images and are aware of surroundings. They tend to be good at reading maps.

Bodily/Kinesthetic types tend to be active and are aware of their bodies. They enjoy sports and moving around.

Musical types are musically gifted and have a “good ear” for rhythm and composition. They tend to play a musical instrument or sing well.

Intrapersonal types are reflective and can figure out their own feelings, motivations, and goals. They prefer to work alone.

Interpersonal types are good with people and do well in social interactions. They enjoy team sports and group work.

Naturalist types have an appreciation for animals and the outdoors. They tend to enjoy hiking and gardening.

B Discuss your choices in **A** with a partner. Then answer the following questions.

- 1 Do you think knowing the type of intelligence you possess can help with language learning? How so?
- 2 What careers would best suit each of the intelligence types? Give examples using your three choices.

C Do a search on the Internet using the key words “multiple intelligences quiz.” Take one of the quizzes to identify which are your strongest intelligences.

What do you think?

- 1 Why do you think this unit is called “A New Generation of Thinking”? How does it differ from the old way of thinking?
- 2 Does your country or society encourage this new way of thinking? Does your education system benefit people with different types of intelligences? Why, or why not?
- 3 How can you develop the intelligences that you are weak at? Suggest some activities.