

# EMOTIONAL INTELLIGENCE

A caregiver hugs an orphaned giraffe at Sarara Camp in northern Kenya.

## IN THIS UNIT

- Describe your emotions
- Analyze your emotional intelligence
- Consider ways of handling emotions
- Use your emotional intelligence

## SKILLS

### LISTENING

Listen for connectors

### SPEAKING

Make constructive comments

### GRAMMAR

Connectors

### CRITICAL THINKING

Follow a line of reasoning

## CONNECT TO THE TOPIC

1. How does the photo make you feel?
2. What do you think emotional intelligence is?



PREPARE TO LISTEN

A VOCABULARY Listen to the words. Work with a partner to match the two halves of each conversation. Then discuss what each word means.

1. \_\_\_\_ Do you wish you'd applied for that job?

2. \_\_\_\_ He doesn't believe he can do it.

3. \_\_\_\_ Do you think I was wrong to get angry?

4. \_\_\_\_ I'm sorry your son didn't get into medical school.

5. \_\_\_\_ Is it important to be aware of other people's feelings?

6. \_\_\_\_ I told her she couldn't come to the party.

7. \_\_\_\_ How did you do on the math test?

8. \_\_\_\_ Don't be so negative about your hopes of getting a job!

9. \_\_\_\_ Jessica was really annoyed about her vacation being canceled.

10. \_\_\_\_ Children always think everything is unfair when in fact it's just life.
- a. I know. She **blames** the airline.

b. Yes, it was a big **disappointment** for him.

c. No, I don't. I'm not **judging** you in any way.

d. I **performed** much better than I expected.

e. Yes, but try to see it from their **perspective**.

f. Really? What was her **reaction**?

g. I'm not. I'm just trying to be **realistic**.

h. No, I don't have any **regrets**. I'm happy where I am.

i. I know. He isn't very **self-confident**.

j. Yes, I think it's a **weakness** not to notice other people's emotions.

B PERSONALIZE Discuss the questions with a partner. Explain your answers.

1. Would you say you are a positive, negative, or **realistic** person?

2. Do you often have **regrets** when you make a bad choice? Or do you forget it and move on?

3. When did you last **blame** someone for something that went wrong? Did you try to see things from their **perspective**?

4. If you **perform** badly at school or work, does it make you feel less **self-confident**?

5. Do you think showing your emotions can be a **weakness** sometimes?

C You will hear someone answering the last question in activity B. What is their view?

- ☐ It's a weakness.

☐ It's not a weakness.

☐ It depends.

COMMUNICATION TIP

Sometimes, when you answer a question, your ideas develop as you speak. Phrases like these are useful to show this thinking process:

- That's an interesting question.

I think that depends.

My first reaction is . . .

But then again, . . .

Perhaps it's not that simple.

Maybe there's another way to look at it.

- D Read the Communication Tip. Then listen again and check (✓) the phrases you hear.

E Work with a new partner. Ask each other the first question in activity B. Think about what you said before and how you might express your idea more clearly this time. Use phrases from the Communication Tip.

REFLECT Describe your emotions.

You are going to listen to a lecture about emotional intelligence. Look at the photo. Imagine you are there. How does it make you feel? Are your emotions strong or not? Write the first word or words that come to mind. Then tell a partner what you wrote and why.



Imotski, Croatia



LISTEN & SPEAK

WHAT IS  
EMOTIONAL  
INTELLIGENCE?

Australia's rugby team after a defeat during the 2020 Olympics in Tokyo, Japan

A PREVIEW Work with a partner to discuss the questions.

- 1. How do the men in the photo feel? Why?
- 2. Have you ever felt this way?

B MAIN IDEAS Read the questions. Then listen to the lecture and answer the questions. Compare your answers with a partner. 7.3

- 1. Who is Daniel Goleman?  
\_\_\_\_\_
- 2. What does he say emotional intelligence can help you do?  
\_\_\_\_\_
- 3. According to Goleman, these are the five elements that make up emotional intelligence. Number them in the order that you hear them.  
\_\_\_\_\_ a. self-regulation \_\_\_\_\_ d. self-awareness  
\_\_\_\_\_ b. social skills \_\_\_\_\_ e. empathy  
\_\_\_\_\_ c. internal motivation

C DETAILS Listen to part of the lecture. Complete the sentences. 7.4

- 1. If you ask a self-aware person to do something that they don't feel able to do, they will say \_\_\_\_\_.
- 2. If you're able to self-regulate, you'll move on quickly from a \_\_\_\_\_.
- 3. If you have internal motivation, you do things because you want to, not to earn \_\_\_\_\_.
- 4. If an empathetic person sees that someone looks unhappy after a work meeting, they'll ask, "Is \_\_\_\_\_?"
- 5. If you show that you appreciate other people, there's a better chance they'll want to \_\_\_\_\_ with you.

D Discuss the questions with a partner.

- 1. What did you know about emotional intelligence before listening to the lecture?
- 2. When do you think people start building their emotional intelligence?
- 3. Do you agree with Goleman that emotional intelligence will help you progress in your career?
- 4. Do you think emotional intelligence is as important as other kinds of intelligence?



- E NOTICE THE GRAMMAR** Think about the relationship between each pair of sentences. Then choose the correct word or phrase to connect them. With a partner, discuss what you think the words you chose mean.
- 1. People who are not self-aware sometimes agree to do things that they aren't good at and don't enjoy doing. **Consequently, / Instead,** they often fail and make themselves unhappy.
  - 2. If you see someone is unhappy or worried, always ask them how they're feeling. **However, / Then** listen carefully to what they say, without judging them.
  - 3. Having good social skills helps you to develop better relationships with people. **In contrast, / Obviously,** this is a very important quality in business where trust between people is essential.
  - 4. People who can regulate their emotions often have a calm and positive attitude. **In contrast, / As a result,** people who cannot self-regulate have more up and down moods.
  - 5. Don't just do activities that you have to do or that earn you money. **Then / Instead,** do things that motivate you personally and that you enjoy, too.
  - 6. Emotional intelligence is an important part of our overall intelligence. **Consequently, / Indeed,** it is the most important factor in how successful we are.
  - 7. Workers and leaders should understand what emotional intelligence is, **so / then** companies should offer training courses on it.

**GRAMMAR** **Connectors**

Connectors are words and phrases that help us connect ideas. Here are some connectors and the relationships they show:

- Comparing and contrasting: *However, On the other hand, In contrast, Instead*
- Emphasizing a point: *In fact, Indeed, Obviously, Moreover*
- Showing a sequence: *Then, Following that, Afterward, Next*
- Showing a result: *So, As a result, Consequently*

Sometimes these words come at the beginning of a sentence, and sometimes they join two parts of a sentence. Notice the punctuation.

*The smartest people are not always the most successful. **In fact,** research suggests that people with higher emotional intelligence have more satisfying lives.*

*In some situations, it's not appropriate to show your emotions. Always keeping emotions in, **however,** can hurt your health.*

- F GRAMMAR** Complete these sentences with your own ideas. Then compare with a partner.
- 1. Try not to judge people when they tell you their feelings. Instead, \_\_\_\_\_.
  - 2. A leader should be good at understanding how people feel. Moreover, \_\_\_\_\_.
  - 3. We can't stop ourselves from feeling certain emotions; however, \_\_\_\_\_.
  - 4. Different cultures express their emotions in different ways. Consequently, \_\_\_\_\_.
  - 5. There are times when you need to control your emotions. Obviously, \_\_\_\_\_.
  - 6. Emotional intelligence helps us build more successful relationships. In fact, \_\_\_\_\_.

- G** Work with a small group. Listen to a conversation about how Liam reacted to a colleague's request for help. Answer the questions. Try to use connectors in your answers. 🗣️ 7.5
- 1. What can you say about Liam's emotional intelligence?
  - 2. What can you say about Gary's emotional intelligence?
  - 3. How could both colleagues deal with the situation differently in the future?
  - 4. Have you ever been in a similar situation? What happened? How did you feel?

**REFLECT** **Analyze your emotional intelligence.**

**Work with a small group. Use the emotions in the box and answer the questions. Give examples to illustrate your ideas.**

anger	embarrassment	envy	nervousness	sadness
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Which emotions do you find the easiest and the most difficult to:

- a. notice in yourself?
- b. manage when you feel them?
- c. notice in other people?
- d. react to and deal with when others express them?

PREPARE TO WATCH

**A VOCABULARY** Listen to the words. Complete the sentences with the words from the box that have the same meaning as the words in parentheses. Then discuss with a partner what each word means. 🗣️ 7.6

acknowledge (v)	confused (adj)	frustrated (adj)	handle (v)	overwhelmed (adj)
appropriately (adv)	expression (n)	genuinely (adv)	objective (adj)	work through (v phr)

1. Forget your personal feelings. Try to be \_\_\_\_\_ (fair).
2. I find angry people difficult to \_\_\_\_\_ (manage). I suppose it's because I'm easygoing myself.
3. I know you don't think it's a *big* problem. But can you just \_\_\_\_\_ (say you know) that it *is* a problem?
4. Why does she have that worried \_\_\_\_\_ (look) on her face?
5. I was \_\_\_\_\_ (really and truly) shocked when he said he was 25. He looks about 16!
6. We sometimes have difficulties in our relationship, but step by step we \_\_\_\_\_ (deal with) our problems.
7. Are you \_\_\_\_\_ (upset) that you haven't moved up quickly in your job at the bank?
8. Do you sometimes feel \_\_\_\_\_ (it's all too much) with everything that you have to do?
9. I never know how to respond \_\_\_\_\_ (in the right way) when people get angry.
10. I'm \_\_\_\_\_ (not clear in my mind) about my feelings. One part of me wants to go abroad to study; the other part is scared about it.

**B** Work with a partner. Act out short conversations, reading aloud five of the sentences in activity A and responding to them.

**A:** Forget your personal feelings. Try to be **objective**.  
**B:** Yes, I know, but it's difficult because he's a good friend.

**C PERSONALIZE** Work with a partner. Answer the questions.

1. What makes you feel **frustrated**?
2. What do you do when you feel **overwhelmed**?
3. What can you do to **work through** a disagreement with someone?



**CRITICAL THINKING Follow a line of reasoning**

Critical thinking involves questioning things in a logical way. Following a logical line of reasoning will help you reach an answer. For example:  
*What is the person in the photo feeling? What could be causing him to feel this way? Why? Does my reasoning make sense based on previous experience?*

**D APPLY** Work with a partner. Look at the photo and discuss how the person feels and what might be causing those feelings.

**REFLECT Consider ways of handling emotions.**

You are going to watch a video on how to develop your emotional intelligence. Look at the infographic and answer the questions. Then discuss your answers with a partner.

How to Increase Your Emotional Intelligence			
<b>1. Be self-aware</b> How am I feeling right now? Am I comfortable with that?		<b>2. Control your emotions</b> What would be a good reaction to this emotion?	
<b>3. Empathize</b> How is my partner feeling right now? How can I find out?		<b>4. Practice social skills</b> How can I react to his/her feelings in a helpful way?	



WATCH & SPEAK

EMOTIONAL INTELLIGENCE:  
NATURE OR NURTURE?

A teacher talks to a student with stage fright before a play in Johannesburg, South Africa.

**A PREVIEW** Look at the photo and read the caption. What might the teacher be saying? How can she use this moment to help build the student’s emotional intelligence?

**B PREDICT** What do you think you can do to improve your emotional intelligence? Tell a partner. Then watch the video and check your predictions. ▶7.1

**C MAIN IDEAS** Choose the correct words to complete the sentences.

- 1. Start noticing your emotions and how they affect you **every morning / during the day**.
- 2. Manage your emotions and try to be **realistic / positive** about your feelings.
- 3. With negative thoughts, **allow them to come and go / analyze them**.
- 4. Show empathy by **listening quietly / listening and asking questions**.
- 5. Help others to **control / recognize** their own emotional reactions.
- 6. Learn to read people’s **facial expressions / use of language**.

**D PHRASES TO KNOW** Work with a partner. Discuss the meaning of the phrases in bold from the video. Then answer the questions.

- 1. You felt stressed because you woke up late, and you knew you had **loads to do**. What’s your first step when there is **loads to do**?
- 2. Sometimes it’s difficult to **see a positive**. You’re depressed because you didn’t get that job you really wanted. Can you **see a positive** in not having a lot of money?
- 3. Showing empathy is a **key part of** emotional intelligence, too. What is a **key part of** being a good son or daughter?

**E DETAILS** Watch part of the video and complete the chart. ▶7.2

Feeling	Reason	Objective reaction
Stressed	Woke up late and had 1 _____	You needed the 2 _____.
3 _____	Didn’t know what your colleague was really 4 _____	Most likely he was complimenting you.
5 _____	Didn’t get the 6 _____ you wanted	Allow 7 _____ thoughts to pass over you.
8 _____	Boss never listens to 9 _____	How would resigning make you feel?



F DETAILS Watch another part of the video and write the following. ▶ 7.3

1. The names of the four emotions that are mentioned: \_\_\_\_\_
2. The name for small expressions that are difficult to notice: \_\_\_\_\_
3. The benefits of understanding these expressions: \_\_\_\_\_

LISTENING SKILL Listen for connectors

As you learned, connectors are words and phrases that tell you how an idea relates to a previous one. Review the connectors and the relationships they show in the Grammar Box. Notice how the connectors help prepare you for what you will hear next.

Consequently introduces a result:

His internal motivation is high. **Consequently**, he does not need to be pushed by his manager.

In fact introduces an idea that emphasizes the previous one:

Showing empathy is a key part of emotional intelligence, too. **In fact**, it's probably the most important aspect of how others see you.

Instead introduces an alternative idea:

But you shouldn't be overwhelmed by negative thoughts. **Instead**, just allow them to pass over you.

G APPLY Work with a partner. Match the beginnings to the ends of the sentences. Then listen to check your answers. 🔊 7.7

1. \_\_\_\_\_ Don't just ignore your emotions. Instead,
2. \_\_\_\_\_ Your ability is an important factor in how successful you are; however,
3. \_\_\_\_\_ Recognizing expressions helps you understand others' feelings. Moreover,
4. \_\_\_\_\_ Becoming an active listener doesn't happen overnight. Obviously,
- a. your attitude is probably more important.
- b. it takes time.
- c. try to notice how you're feeling.
- d. it can help you notice your own feelings, too.

H Work with a small group. What positives can you find in these situations?

1. There is a lot of traffic on your way home from work or school.
2. Your boss/teacher gives you a short deadline to finish a project.
3. You get negative feedback on a project you did.
4. Your Internet isn't working. It's the weekend, and no one can fix it until Monday.
5. Your best friend moves to another country.

UNIT TASK Use your emotional intelligence.

You are going to do some training on emotional intelligence. In the training, you will role-play a situation and listen as other students comment on it. You will then observe other students acting out a situation and comment on how they handle it. Use the ideas, vocabulary, and skills from the unit.

I MODEL Read the following situations. Then listen to people commenting on one of the situations. Which one are they are talking about? 🔊 7.8

1. Someone arrives at work to find that a new employee is sitting at their desk and has made themselves comfortable there. It's an open plan office (a large office space with no walls between people).
2. It's the end of the work day, and everyone is going out for pizza. One person wants to stay and finish her work. Another employee tries to make her come along.
3. At work, one employee, who is working hard, tells a colleague, who is having a break, to go and get him a coffee. The colleague is offended.

PRONUNCIATION Contrastive stress 🔊 7.9

In speech, it's common to use stress to emphasize a contrast. Heavy stress is placed on the word that highlights the contrast. For example:

1. A: He's upset that he wasn't picked for the team.  
B: But he **was** picked for the team.
2. A: Was she annoyed?  
B: No, she was **pleased**.

Note that the contrastive stress can be placed on structure words (as in 1 above) or on content words (as in 2 above).

J PRONUNCIATION Listen to the sentences from the conversation. Underline the word with contrastive stress in the second sentence in each pair. Then practice the conversations with a partner. 🔊 7.10

1. **Sara:** I gave him an angry look, but I didn't want to create a scene in the office.  
**Anna:** You didn't need to create a scene.
2. **Carl:** I don't know what you were thinking, Mark, speaking to her like that.  
**Mark:** Actually, I wasn't really thinking.
3. **Carl:** And you're both partly responsible for that.  
**Mark:** Actually, I think it's my responsibility to apologize first.

**K PRONUNCIATION** Underline the word showing contrastive stress in the second sentence in each pair. Then listen to check your answers. 🎧 7/11

1. **A:** Do you think he reacted badly?  
**B:** No, I think he was right to be angry.
2. **A:** I liked the way she handled the situation.  
**B:** Yes, but he didn't deal well with it at all.
3. **A:** He was quick to notice her feelings.  
**B:** Yes, but did he empathize with her?
4. **A:** The main problem with Jack is his temper.  
**B:** If you ask me, it's his attitude.
5. **A:** I blame myself for what happened.  
**B:** Don't. It's not your fault he got upset.
6. **A:** You're very good at recognizing your emotions.  
**B:** Now I just need to work on controlling them.
7. **A:** Are you nervous about the presentation?  
**B:** Actually, I'm excited about it.

**L PRONUNCIATION** Work with a partner. Write a response that has a word with contrastive stress. Then read the conversations aloud to the class.

1. **A:** Did you tell him the bad news?  
**B:** No, \_\_\_\_\_.
2. **A:** She often looks really bored.  
**B:** Yes, but \_\_\_\_\_.
3. **A:** The easiest emotion to recognize is happiness.  
**B:** Really? I think \_\_\_\_\_.
4. **A:** Talking about emotions is hard.  
**B:** \_\_\_\_\_.

**SPEAKING SKILL    Make constructive comments**

Often at school and at work, you will be asked to comment on things you've read and seen. It's important to express your comments in a constructive, or helpful, way. Here are some useful expressions for doing that:

- I noticed/could see that you were angry.*
- Personally, I found/thought that you handled the situation well.*
- I wasn't sure why you treated her like that.*
- I liked the way that you encouraged him.*
- An area that you might work on is . . .*
- If it were me, I would/wouldn't (have) . . .*

**M APPLY** Work with a partner. Think about the model in activity I. Discuss how Sara could have handled the situation differently after Mark told her to get him a coffee.

**N APPLY** Work with a partner. Comment on the following situations. Use phrases from the Speaking Skill box.

Situation	Comments
A colleague of yours, a science teacher, asks two students to do an experiment. He tells one that she should be in charge because she's so organized. He tells the other to watch and help if necessary. The second one looks disappointed.	
At work, Gianni asks his colleague Enrico to look at a letter he's written to a customer. Enrico thinks it's very badly written, but he tells him it's good because he doesn't want to offend Gianni.	
One of your classmates always arrives a few minutes late for class. When he enters the classroom, he greets the teacher, but the teacher is often annoyed and tells him to sit down and be quiet. Your classmate doesn't speak much for the rest of the class.	



Students in a science class at the Colégio Santo Agostinho Nova Lima in Belo Horizonte, Brazil



**O PLAN** Work with a partner. Use your emotional intelligence in a role-play about a possible conflict. Follow the steps below.

- ▶ Decide which situation to role-play.

**Situation 1**

Person 1 arrives at work to find that person 2, a new employee, is sitting at person 1’s desk. It is an open plan office (a large office space with no walls between people).

**Situation 2**

It’s the end of the work day, and everyone is going out for pizza. Person 1 wants to stay on and finish his/her work. Person 2 tries to make person 1 come along.

**Situation 3**

Person 1 tells a colleague about an idea he/she has for a new product. Later, at a team meeting, person 2, the colleague, says, “I have this great idea for a new product . . .”

- ▶ Decide what role you will each take and what you’re going to say to each other.
- ▶ Decide what emotions you’re going to express in words or through facial expressions.

Situation:	
What person 1 can say and do	What person 2 can say and do

**P PRACTICE** Practice acting out the situation with your partner. Give each other feedback to make your role-play stronger.

**O UNIT TASK** Act out your situation for the class. Have the class guess what the situation is. Ask for constructive comments on how you handled the situation.

Observations	Comments
First, Jorge was surprised that Yuling sat at his desk, but he did not get angry.	I liked the way that he controlled his feelings.

REFLECT

**A** Check (✓) the Reflect activities you can do and the academic skills you can use.

- ☐ describe your emotions
- ☐ listen for connectors
- ☐ analyze your emotional intelligence
- ☐ make constructive comments
- ☐ consider ways of handling emotions
- ☐ connectors
- ☐ use your emotional intelligence
- ☐ follow a line of reasoning

**B** Write the vocabulary words from the unit in the correct column. Add any other words that you learned. Circle words you still need to practice.

NOUN	VERB	ADJECTIVE	ADVERB & OTHER

**C** Reflect on the ideas in the unit as you answer these questions.

1. What will you do to increase your emotional intelligence?
2. What is the most important thing you learned in this unit?