

Lesson aims

- Learn about different perceptions of intelligence around the world and make connections with my own culture.
- Discuss different perceptions of intelligence and understand my own cultural identity.
- Make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

VOCABULARY FOCUS

competent [adj]: capable of doing something in a satisfactory or effective way

connotation [n]: an additional idea or emotion that a word suggests to you, in addition to its literal or main meaning

considerable [adj]: large in size, amount or degree

illiterate [adj]: someone who is illiterate cannot read or write

manifest [v]: to show something such as a feeling or ability, so that it is easy to notice

orator [n]: someone who makes speeches in public, especially someone who is good at doing this

overcome [v]: to succeed in dealing with or controlling a problem

prominent [adj]: important and well known

strategic [adj]: carefully planned in order to achieve a particular goal, especially in war, business or politics

tactics [n]: particular methods or plans for achieving something

tally up [v]: if you tally numbers or amounts, or if you tally them up, you calculate their total

Lead-in

Ask students to think of a high-profile person in their country that they think is intelligent. Write some of these questions on the board: *What do they do that makes them intelligent? Have they done well academically? Are they good at communicating with people? Can they problem-solve? Do you think they work hard to be intelligent?* Have a class discussion to find out students' answers to the questions.

- 1 In pairs, students discuss the infographic. Elicit thoughts from students, and ask them to answer the question. Find out if any of their answers are different for different countries.

- 2 Ask students to read the article about different concepts of intelligence and answer the question.

Answers

Answers may vary – yes and no depending on how it is measured and what it is compared against.

- 3 Students read the article again and decide if the sentences are true or false. They correct the false sentences in pairs.

Answers

1 T 2 F (A supercomputer recently beat a grand master.) 3 T 4 F (Most couldn't read or write.) 5 T 6 F (It's a Chinese concept.) 7 T 8 F (It has a negative meaning.)

- 4 Students read the article once more and answer the questions. Check the answers as a class.

Answers

1 through creative thought and tactics 2 through tests and exams 3 a weakness in western cultures and an aspect of intelligence in eastern cultures 4 Chinese culture 5 through language, words and phrases – their use are terms for intelligence, but their meanings are negative 6 how different countries assess intelligence (a global and cultural approach)

OPTIMISE YOUR CULTURE

- 5 In pairs or groups students discuss and answer the questions. Then elicit their thoughts and ideas as a class.

Answers

Students' own answers

PROJECT

- 6 Explain to students that they are going to work in small groups of three or four to prepare a project on intelligence. They will make comparisons between two people (one from their country and another from a country of their choice) and think about what makes them intelligent. Encourage students to discuss the points given and any other areas they find of interest.

For Step 1, they can choose one person in another country or you could write a selection of names of researchable people on pieces of paper and ask groups to pick one from a box. For Step 2, they will need internet access to do their research, and this can either be done in class or at home. Students can share their findings with their group in the next class.

- 7 Students use their notes to make a presentation comparing the two people. Encourage students to discuss what their thoughts and opinions are. Ask them whether they agree or disagree with any of the points raised in their group or in the research that they came upon. Encourage them to view intelligence from different viewpoints and to communicate this to the class.