

## Cultural intelligence

### LEARNING OUTCOMES

- I can learn about cultural intelligence and its importance in the world, and use what I learn to make connections with my own culture.
- I can discuss cultural intelligence with relation to my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

**core [n]:** the most important part

**customary [adj]:** usual in a particular situation

**drive [n]:** a feeling that makes you act in a particular way

**empathy [n]:** the ability to imagine how someone else feels

**mutual [adj]:** belonging to or true of two or more people

**perspective [n]:** a way of thinking about something

**self-aware [adj]:** understanding your own beliefs and thoughts

### WARMER

**Students brainstorm to see how many types of intelligence they think there are, then have a brief class discussion about this. According to developmental psychologist Howard Gardener, there are nine types of intelligence: Naturalist, Musical, Logical-Mathematical, Existential, Interpersonal, Bodily-Kinesthetic, Linguistic, Intra-personal and Spatial.**

- 1** Ask students to read through the statistics and answer the questions with their partner. Elicit answers from students in open class when they finish.

### Answers

G8: the USA, the UK, Japan, Italy, Canada, France, Germany, Russia

Students' own answers.

- 2a** Ask students to read through the text quickly and decide with their partner what the term 'cultural intelligence' means.

### Answers

Students' own answers.

- 2b** Students scan the text more carefully, decide if the statements are true or false and correct the false sentences. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

### Answers

- 1** F (CQ means knowing about other cultures' beliefs and customs, as well as the language.) **2** T **3** T **4** T  
**5** T **6** F (They will be more adaptable to different working conditions.)

- 2c** Ask students to read through the statements and decide which is the correct alternative. Elicit answers from the class.

### Answers

**1** empathise **2** habits **3** etiquette **4** flexible

**5** get on **6** innovation

### Gateway to culture

- 3a** Put students in pairs to discuss the questions about cultural intelligence. Then elicit ideas from the class.

### Answers

Students' own answers.

### PROJECT

- 3b** Explain to students that they are going to work in groups to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home. Put students into groups of three or four for this activity.

For Step 1, students work with their group to brainstorm other cultures that they are interested in. In Step 2, ask students choose another culture and follow the points for their Internet research to prepare information for their presentation. If working at home, each group member can do some individual research and then share their ideas and findings with their group in the next class.

- 3c** Once they have gathered the necessary information, students prepare their presentation in class in groups. Allow students to choose how they would like to present their findings. Allow sufficient time for preparation before each group presents their ideas to the class. Encourage them to point out how the two cultures are similar and different.