



## Lesson: Career and Work

This lesson is about some of the different life skills needed in a job or career. It provides the opportunity to discuss many of the life skills covered on the Macmillan English site as they relate to work. The lesson also introduces the idea of different types of intelligence and contains intelligence tests for students to try and to discuss.

**Level:** Intermediate and above (equivalent to CEF level B1 and above)

**Time:** 60 mins

**How to use this lesson:**

This lesson should be done in class. Exercise 4 can be done at home if you are short of time. Make sure you allow plenty of time in the next lesson to discuss the answers and the follow-up questions.

Teacher's notes

## Worksheet A

1. One thing to bear in mind when doing this first task is that there is often overlap between different definitions of life skills. For example, some people may see *negotiating skills* as part of *communication skills*. Also, *time management* is closely related to *organisational skills*. There is no definitive list of what belongs in each category.

Allow up to five minutes for students to number the items, focussing on what matters to them in their own jobs or choice of career. You may need to explain some of the ideas in the list. They do not have to number all the items but make sure everyone has at least a 'top five'.

When they have finished, invite students to tell you what they have put. Encourage them to justify their opinions and reassure them that there are no *right* or *wrong* answers.

You may wish to round this task off by reminding students that many life skills are useful in a work environment, and they are increasingly sought after by employers.

2. This exercise allows students to try two different types of intelligence test typically used for assessing the suitability of job applicants. One is based on IQ-style questions, which are no longer in favour, and one on emotional intelligence. The differences are further explained in exercise 4 so you do not need to give too much information at this stage.

Students should attempt to answer the questions on their own to the best of their abilities. For this they will need 10-15 minutes. Those who finish earlier can compare their answers with a partner. Be sensitive to students who may feel embarrassed at their weak performance, particularly in the IQ test. These are just sample questions and they are no proof of real intelligence. IQ tests in particular rely on cultural knowledge, knowledge of maths, and language skills, as much as on pure intelligence.

For the second test, don't press students for answers on things like their feelings if they are not comfortable talking about them. No answers are given for the EI test. As much as possible, use this as a springboard for discussion, giving students the opportunity to suggest the correct answers (giving their reasons). It is often clear from the questions what the correct answers should be. Make sure students understand how each question might relate to certain life skills and personality traits, and which of these are worth cultivating.

For example:

- ▶ Q1 relates to self-awareness / confidence
- ▶ Q2 relates to optimism / positive thinking
- ▶ Q3 relates to organisational skills / motivation / time management, etc.





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### Answers

#### IQ test

(Accept other answers if they can be justified!)

- 1 26 (Each number is made from the previous two numbers added together)
- 2 c. Snake, because it is not four-legged (although students could argue that the answer is e – elephant because of its size)
- 3 b. LEG (At the end of the arm is the hand; at the end of the leg is the foot)
- 4 12.5
- 5 €2.95
- 6 b. NEW YORK because it is not a capital city
- 7 The missing letter is L (The odd letters follow the alphabet in order – A-B-C-D; the even letters are doing this in reverse)
- 8 a. DOCTOR
- 9 23451 (The first letter or number is placed at the end)
- 10 c. After an hour (200 km minus Charlie's 80 km and Rob's 120 km)

#### EI test

Student's own answers (see notes on previous page)

When discussing personality traits and life skills here, encourage students to voice their opinions where appropriate on the differences, for example, between: being *confident* and being *arrogant*; being *slightly shy* and having a *severe lack of confidence*; being *in touch with your emotions* and *obsessing about them / being too open*, etc.

- 3 Students can work in pairs to discuss this exercise. Remind them to make a note of their own ideas if they are different.

After 3-4 minutes, elicit comments from individual students related to the different methods of testing. Again, remember that there is more information in exercise 4, so you might not want to go into great detail here.

After eliciting answers, encourage discussion with the class, prompting with such questions as:

- ▶ What differences do you notice between the two tests?
- ▶ Which did you learn most from?
- ▶ Which would be the best way to assess someone for a job?





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### Worksheet B

4 This exercise can be set for homework if desired.

At home: Students read the texts and answer the questions.

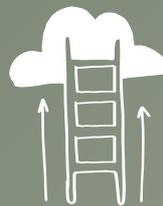
In class: Give students 10-15 minutes in order to read the texts and answer the questions. You may wish to tell early finishers to compare their answers with a partner.

#### Answers:

- 1 soft skills
- 2 job seeker
- 3 skills that are useful in dealing with people e.g. tact, diplomacy, etc. / skills that help you get on with others
- 4 F
- 5 T
- 6 T
- 7 F
- 8 A
- 9 A
- 10 B

Finish with the follow-up questions, asking students to give their opinions on any related subject that has not come up in the lesson.

# CAREER & WORK



## Lesson: Career and Work

### Worksheet A

1 Rank these skills in order of how important you think they are for your job or career. Write 1 as the most important.

- |   |  |  |  |
|---|--|--|--|
| <input type="checkbox"/> Organisation           | <input type="checkbox"/> Assertiveness     | <input type="checkbox"/> Decision making | <input type="checkbox"/> Self-awareness  |
| <input type="checkbox"/> Problem solving        | <input type="checkbox"/> Communication     | <input type="checkbox"/> Leadership      | <input type="checkbox"/> Teamwork        |
| <input type="checkbox"/> Working under pressure | <input type="checkbox"/> Creativity        | <input type="checkbox"/> Negotiating     | <input type="checkbox"/> Time management |
| <input type="checkbox"/> Anger management       | <input type="checkbox"/> Critical thinking | <input type="checkbox"/> Networking      |  |

2 Look at the examples of different types of intelligence tests and answer the questions as best you can.

# Are You Intelligent?

Most experts now agree that there is a big difference between traditional IQ testing and testing your emotional intelligence (EI). Try the following examples and test yourself!

### Test your IQ

- Which number should come next?  
2 – 4 – 6 – 10 – 16 – \_\_\_\_
- Which of these animals is least like the other four?  
a. cat b. mouse c. snake d. dog e. elephant
- ARM is to HAND as \_\_\_\_ is to FOOT  
a. FINGER b. LEG c. TOE d. BODY
- What is  $\frac{1}{2}$  of  $\frac{1}{4}$  of 100? \_\_\_\_
- If you buy 3 cups of coffee at €2.35 each, how much change should you get from €10? \_\_\_\_
- Which city is the odd one out?  
a. PARIS b. NEW YORK c. MADRID d. MOSCOW e. TOKYO
- Find the missing letter.  
A – M – B – \_\_\_\_ – C – K – D – J
- Which of these anagrams forms the name of a job?  
a. CORTOD b. GNIRWIT c. CUSSECS d. PILENSCID
- 9 SKILL is to KILLS as 12345 is to \_\_\_\_
- 10 Charlie and Rob are in different towns, 200 kilometres apart. Charlie leaves home and drives at 80 kilometres per hour. Rob leaves home at the same time but drives at 120 kilometres per hour. When will they meet?  
a. after half an hour b. after 40 minutes c. after an hour d. after 80 minutes

### Test your EI – Tick the relevant boxes

	TRUE	PARTLY TRUE	NOT TRUE
1. I don't think I could name my top three strengths.			
2. I prefer to see things as challenges, rather than problems.			
3. It takes me a long time to get started on a project.			
4. I am happy to let others make important decisions.			
5. I worry about what other people think of me.			
6. I feel comfortable speaking in front of large groups of people.			
7. I am comfortable talking about how I feel.			
8. I hate big changes in my life, like relationship changes or moving house.			
9. If I am in an argument, I have to win it.			
10. I trust my own judgement.			
11. I am sometimes so keen to give my opinion that I don't really listen to the other person.			
12. I notice when other people are in a bad mood.			
13. I enjoy helping people with their problems.			
14. If someone is annoying me I tell them straight away.			
15. I usually tell people what I think they want to hear.			

Student's notes

# CAREER & WORK



## Lesson: Career and Work

3 Read the opinions below and discuss which ones you agree or disagree with. Add your own opinions.

1 “An IQ test just measures your intelligence. You are born more or less intelligent. You can’t change this to improve your chances of getting a job.”

2 “It doesn’t matter how intelligent you are – if you can’t communicate with others, you are at a disadvantage in a work situation.”

3 “Emotional intelligence can make you happier with your work; a high IQ can’t.”

4 “In many jobs, the question is not ‘Can you do it?’ but ‘Can you do it quickly enough?’”

5 “Just because you can’t do maths, it doesn’t mean you’re not intelligent or you can’t do a job.”

6 “I can’t understand how being in touch with my emotions has anything to do with work.”

7

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8

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	Agree	Disagree
1		
2		
3		
4		
5		
6		
7		
8		

Student's copy





## Lesson: Career and Work

### Worksheet B

#### 4 Read the texts and answer the questions about each one.

- A** As well as the hard skills needed to do a job (like operating a machine or using a particular computer program), what most employers look for in a job candidate is a set of life skills, sometimes called soft skills, that go beyond these. Of course, they vary with the job but some of the skills most in demand are in the areas of communication, leadership, organisation, creativity, critical thinking and time management. Some may say that interpersonal skills are vital, while others would insist that self-awareness is the starting point for everything. Of course, there are other useful life skills too, but it is knowledge of life skills in general that makes the difference between job seekers who do well and those who do not.
- B** Experts claim that, while your intelligence quotient (IQ) is important, your emotional quotient (EQ), otherwise called emotional intelligence (EI), is just as important, if not more so. For years, we have measured intelligence by testing IQ. In fact, in 1916 the Stanford-Binet Intelligence Scales formed the basis of one of the early methods of testing. A version of this test is still used today. Testing IQ involves a series of tasks that usually require a good knowledge of vocabulary and mathematics. A high score in an IQ test means that you're probably good at problem solving and logical thinking. Emotional intelligence, on the other hand, includes the ability to know yourself, to recognise your own and other people's emotions, and to change your behaviour to suit them.
- C** The benefits of emotional intelligence in the workplace are huge. For example, the majority of people would prefer to do business with someone they trust – and preferably with someone they like. So the most successful businesspeople tend to be more self-aware and to have better people skills – in other words, they are more emotionally intelligent. In addition, these people usually have more confidence, are more motivated, and can usually adapt more easily to different situations. They also work better in teams, have better relationships with others and are, for the most part, happier in their jobs.

#### Text A (answer with a short phrase)

- 1 What other phrase does the writer use to describe life skills?
- 2 Which other phrase is used which means 'job candidate' (line 2)?
- 3 What do you think 'interpersonal' skills are?

#### Text B (circle True or False)

- 4 EQ is different from EI. **T / F**
- 5 One IQ test used today is nearly 100 years old. **T / F**
- 6 People with a high IQ can usually think logically. **T / F**
- 7 People with a high IQ are probably good at understanding how others feel. **T / F**

#### Text C (circle A or B)

- 8 Emotional intelligence helps in business because
  - A other people like you.
  - B you know how to trick people.
- 9 One characteristic of emotional intelligence is
  - A feeling comfortable talking to others.
  - B a lack of self-confidence.
- 10 Emotionally intelligent people
  - A work better alone.
  - B have greater job satisfaction.

#### Follow-up

Discuss these questions.

- ▶ Do you think you can increase your IQ with practice? Is it worth doing?
- ▶ What about emotional intelligence – how can we develop this?
- ▶ When you are talking to others, can you easily understand how they feel?
- ▶ What life skills do you think make you more employable?

