

The Genius Within



CONNECT to the topic

Although there is no universally agreed-upon definition of what a gifted child is, all cultures recognize that some children are special. These children seem to have a natural talent that allows them to perform in ways that are far beyond their physical age. By the age of three or four, they may have an ear for music, a talent for drawing, or a flair for performing. In other cases, their gift becomes apparent when they begin school and surprise their teachers with their understanding of mathematics, science, or literature.

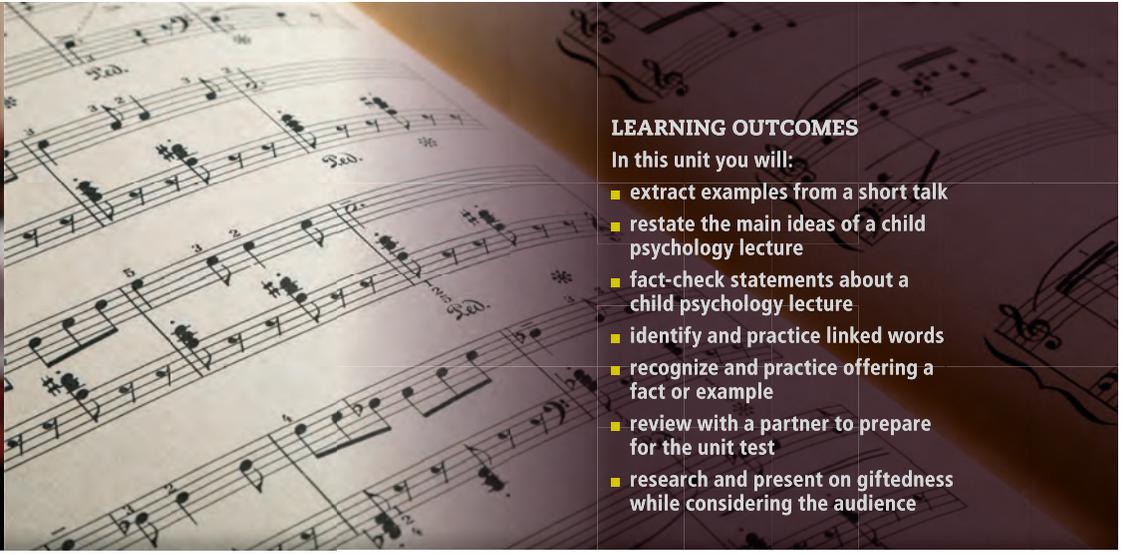
A THINK ABOUT IT Take this survey about giftedness. Check (✓) your responses and think of reasons or examples to support them. Then compare with a partner.

	Agree	Disagree
• Many children are gifted.	<input type="checkbox"/>	<input type="checkbox"/>
• I know a gifted person.	<input type="checkbox"/>	<input type="checkbox"/>
• Most successful adults were gifted children.	<input type="checkbox"/>	<input type="checkbox"/>
• You don't need to have natural ability to be gifted.	<input type="checkbox"/>	<input type="checkbox"/>
• It's always an advantage to be gifted.	<input type="checkbox"/>	<input type="checkbox"/>

B TUNE IN Listen to an interview with the father of a gifted child, Lionel Driscoll. Then circle the best answer, based on the interview. Compare answers with a partner.

- Gifted children can undermine parents' **relationships / confidence / happiness**.
- Driscoll and his wife realized their daughter was gifted when she was **eight / fifteen / eighteen** months old.
- Marianne has difficulty **studying / socializing / playing sports** with other children.
- Asynchronous development is when a child's mental age and physical age **match / don't match**.
- Gifted children often don't sleep well because their brains are very **active / uncontrolled / stressed**.
- Mensa has been a **positive / negative** experience for Marianne and her parents.

C PAIR WORK List at least three ways that children can be gifted. Provide an example for each. Then discuss with a partner.



LEARNING OUTCOMES

In this unit you will:

- extract examples from a short talk
- restate the main ideas of a child psychology lecture
- fact-check statements about a child psychology lecture
- identify and practice linked words
- recognize and practice offering a fact or example
- review with a partner to prepare for the unit test
- research and present on giftedness while considering the audience

BUILD your vocabulary

 **A LISTEN** The boldfaced words are from the unit lecture on gifted children. Listen to each sentence. Then choose the meaning of the boldfaced word.

- 1 Saki is unusually **alert** for a six-month-old baby. She seems to notice everything around her.
 - a behaving very stubbornly
 - b smiling and laughing happily
 - c watching and listening carefully
- 2 Zoe has an **aptitude** for sports. She learns very quickly and very well.
 - a a special quality that makes other people like her
 - b a behavior intended to make other people laugh
 - c a natural ability or skill
- 3 Carlos has **devoted** himself to learning how to play the cello.
 - a given a feeling of great pleasure
 - b asked strongly for something
 - c given time and perhaps money to some activity
- 4 Some children **exhibit** extraordinary talent at a young age.
 - a show something so that it's easy to notice
 - b get something through hard work
 - c do something to entertain people
- 5 Children with a good **imagination** can write interesting stories.
 - a the ability to focus on one thing intensely
 - b the ability to form creative ideas in your mind
 - c a work area that has many types of tools
- 6 I noticed several **inconsistencies** in his words and behavior.
 - a two or more pieces of information that do not agree with one another
 - b positive personal characteristics
 - c actions that are done to help others



- 7 Most children have a natural **motivation** to explore the world around them.
- a an opinion about something
 - b an action taken to deal with a problem
 - c eagerness and willingness to do something
- 8 A **predominant** characteristic of most children is that they are curious about the world.
- a more powerful than others
 - b more harmful than others
 - c more controlling than others
- 9 One learning **strategy** that some talented children use is to do the same activity in several different ways.
- a a way of talking
 - b a school where students are very physically active
 - c a plan used to achieve a goal
- 10 Once we discover the **underlying** principles of an event, we can understand why it happens.
- a mistaken or wrong
 - b hidden and not easy to discover
 - c strange and unexpected

B PAIR WORK With a partner, reorder the words to make complete sentences.

Notice the boldfaced words. Then take turns saying the sentences. Review any words you don't understand.

- 1 People often (gifted / a / **of** / **think** / as / child) when that child learns extremely quickly.
- 2 Michelle's (dance / **aptitude** / apparent / became / **for**) when she was about six years old.
- 3 I think that (underlying / understand / **for** / the / I / **reasons**) his reluctance to join the team.
- 4 Some children seem to have (an / **for** / mathematics / **ability** / innate / doing).
- 5 Greta can write interesting stories (**because** / unusually / **of** / imagination / her / creative).
- 6 Miguel (has / lot / **time** / **devoted** / a / of) **to** learning French this year.
- 7 Intelligent children tend to be (the / somewhat / **about** / people / **idealistic**) who they know.
- 8 Most intelligent children are observant; (they / many / notice / **about** / **details**) their environment.
- 9 As children learn how the world works, (**about** / can / they / **predictions** / **make**) what will probably happen next.
- 10 Because they encourage deeper thinking, (are / **than** / strategies / **some** / effective / **more** / **others**).

FOCUS your attention

Examples

Lecturers will sometimes give examples in order to illustrate a point. These examples are important because they make abstract ideas more concrete and understandable. They may also help you remember the abstract idea.

WAYS LECTURERS MIGHT PRESENT AN EXAMPLE

For example ...

For instance ...

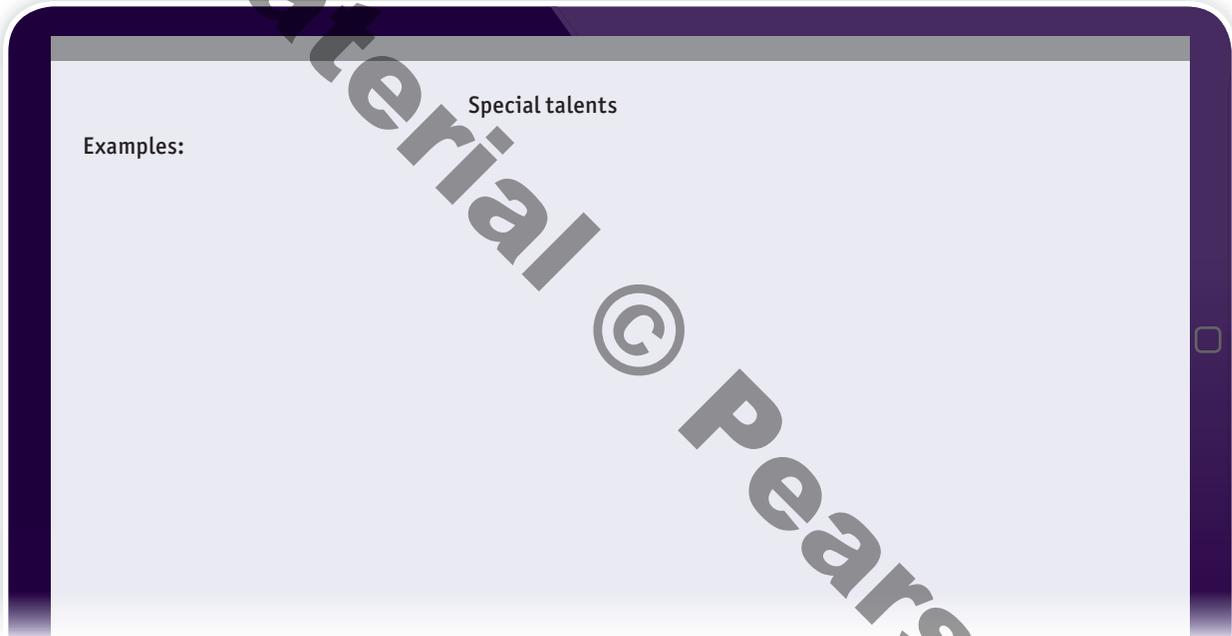
... such as ...

An example of this is ...

One example would be ...

Let me give you an example of this.

-  **A TRY IT** Listen to an excerpt from a lecture on special talents. What phrases do you hear that introduce examples? Take notes on the examples you hear.



- B PAIR WORK** Compare notes with a partner.

WATCH the lecture

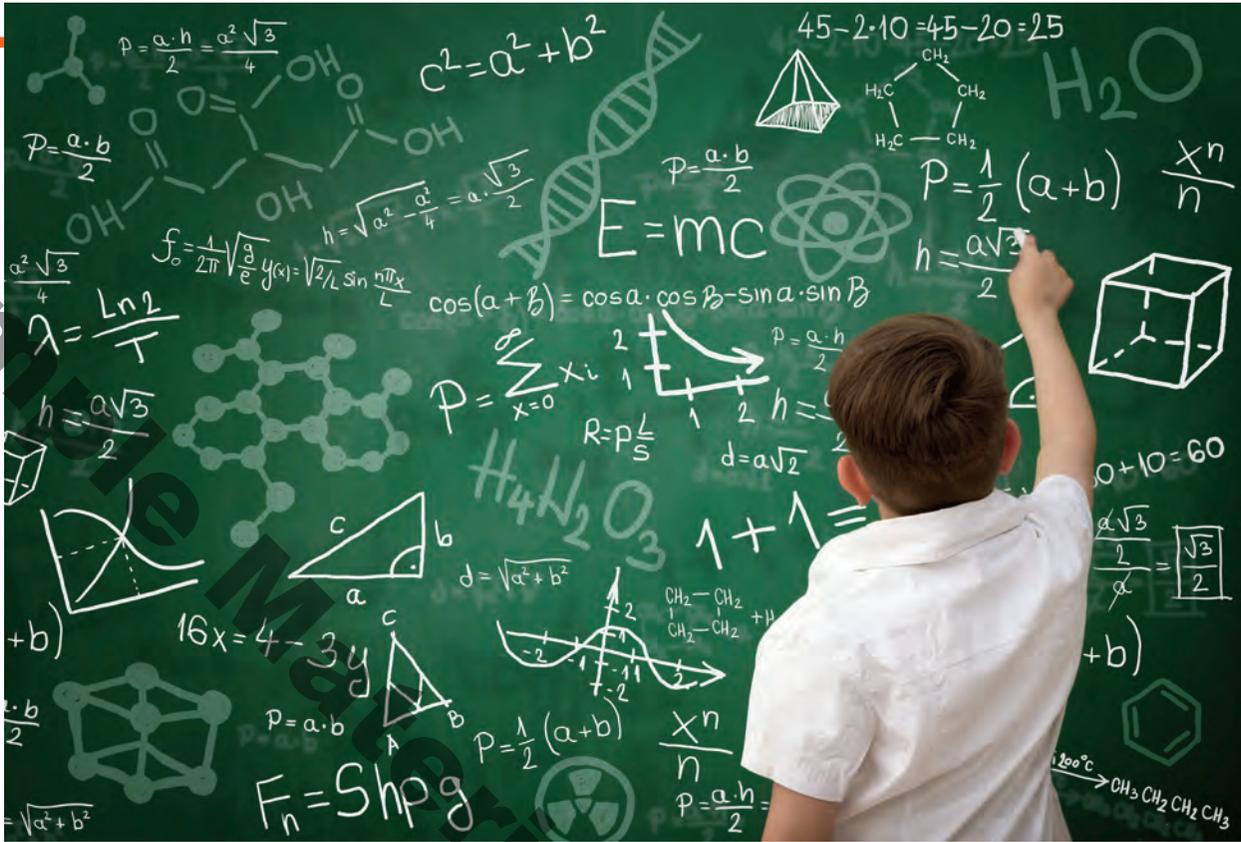
A THINK ABOUT IT You are about to watch the unit lecture on gifted children. How do you think gifted children are identified?



B LISTEN FOR MAIN IDEAS Close your book. Watch the lecture and take notes.

C CHECK YOUR UNDERSTANDING Use your notes. Complete the main ideas, based on the lecture.

- The first way gifted children are identified is that they show _____ .
 - enjoyment doing a skill
 - interest in a skill
 - above-average ability
- Some psychologists believe that _____ is perhaps the best indicator of giftedness.
 - speed of learning
 - quality of performance
 - number of mistakes
- One common personality characteristic of gifted children is their _____ .
 - cheerfulness
 - intensity
 - verbal ability
- Another common personality characteristic of gifted children is that they are often _____ .
 - idealistic
 - pessimistic
 - focused on the present
- Gifted children often don't care about the _____ of the knowledge or skill that they are learning.
 - difficulty
 - usefulness
 - popularity
- When studying something new, gifted children are very interested in _____ .
 - telling others what they have learned
 - the cause-and-effect relationship
 - using their new knowledge



D LISTEN FOR DETAILS Close your book. Watch the lecture again. Add details to your notes and correct any mistakes.

E CHECK YOUR UNDERSTANDING Use your notes. Decide if the statements are T (true) or F (false), based on the lecture. Correct any false statements.

- ___ 1 Gifted children show strong ability in something, particularly considering their age.
- ___ 2 Gifted children generally make the same number of mistakes as other children.
- ___ 3 Many gifted children have difficulty concentrating for long periods of time.
- ___ 4 Most gifted children have a great deal of mental energy, but normal levels of emotional energy.
- ___ 5 Gifted children notice many details about the things they are interested in.
- ___ 6 Gifted children use their knowledge of underlying principles to make predictions.
- ___ 7 Gifted children generally have very good learning strategies.

HEAR the language

Glides

In conversational speech, English speakers will often connect the final sound of one word to the initial sound of the following word. This typically introduces a linking sound, called a **glide**, such as the *y* sound in *beyable* (*be able*) and the *w* sound in *dowit* (*do it*). Glides such as these make speakers sound more fluent, but they can also make listening more difficult.

EXAMPLES

Notice how the final sound of the first underlined word influences the initial sound in the next word:

Gifted children appear to be intensely curious about every topic.

The have very good learning strategies that we can learn to use.

 **A LISTEN** Listen and complete the statements and questions from the lecture. Each sentence has a pair of words that is linked with a glide. Write the individual words.

- 1 Let me begin _____ you to think about someone you believe is exceptionally talented.
- 2 Well, today I'd like to talk about children who are very talented, children often referred _____ "gifted."
- 3 Now, how would _____ a gifted child?
- 4 I'm sure that you knew some students _____ exceptional talents.
- 5 Well, _____ these ideas make sense to you.
- 6 So when we _____ very young child who shows above-average athletic ability, for example, we often conclude that the child has an innate ability for sports.
- 7 When they do something, especially something they enjoy, they devote all their energy and determination _____
- 8 In other words, they want to know _____ principles and use those principles for making generalizations and predictions about the thing they are studying.
- 9 Gifted children are motivated, they are alert and observant, they concentrate intensely, they try _____ cause-and-effect relationships, and they make an effort to think creatively.
- 10 How well could _____ I learn to do something if we approached it like I've just described?

B PAIR WORK Practice saying each pair of linked words with a partner. Say them in isolation by pronouncing the glides. Then practice saying the complete sentence, focusing on the glides.

TALK about the topic

Offering a Fact or Example

- A FOLLOW THE DISCUSSION** Watch as the students talk about the roles of practice and innate talent in genius. Then read each opinion and check (✓) who agrees with it. More than one student may agree.



	Yhinny	Michael	May	Qiang
1 The instructor didn't emphasize the importance of innate talents enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Mozart and Emily Dickinson were naturally talented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Hard work is as important as innate abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- B LEARN THE STRATEGIES** Watch the discussion again. Listen closely for the comments. Check (✓) the discussion strategy the student uses.

	Asking for clarification or confirmation	Asking for opinions or ideas	Offering a fact or example
1 Yhinny: "You have to study something or practice something really hard for either 10,000 hours or 10 years to become really great at something."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 May: "Like, talents that we're born with?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Qiang: "I mean, look at Mozart and his innate talent for music. Or Emily Dickinson and her innate talent for literature."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 May: "I mean, Mozart, he practiced for hours! His father forced him."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Michael: "So how do I identify a gifted child?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Discussion Strategy To bolster your idea or position on an issue, you can **offer a fact or example** as support. Facts and examples—such as statistics, dates, and historic events—not only add richness to the discussion but also increase your credibility as a speaker.

- C TRY IT** In a small group, discuss one or more of these topics. Try to use the discussion strategies you have learned.

- Do you agree with the 10,000-hour, 10-year rule of genius?
- Qiang argues that innate talent is the most important part of genius. Do you agree?
- How can people motivate themselves to practice a skill for many years?

REVIEW your notes

REVIEW With a partner, review your notes from the lecture. Take turns explaining the ideas from the lecture, using the headings below to help you. Give examples as you discuss. Then complete these notes together.

Main points regarding gifted children

3 Ways to identify

1)

2)

3)

3 Common personality characteristics of

1)

2)

3)

3 Learning strategies of

1)

2)

3)

TIP!

Examples are important to write down. They make concepts more concrete and easier to understand.

 Now you are ready to take the Unit Test and the Proficiency Assessment.

EXPRESS your ideas

Brilliant Minds

This unit has focused on gifted children, how they are identified, their personality characteristics, and how they approach learning. What aspect of giftedness is most interesting to you?

TASK Research and give a short presentation on giftedness. Consider your audience as you prepare.

Prepare

1 Choose one of these topics:

Choose a gifted individual from history or a current child prodigy. Describe what is special about him or her and include any details of the person's childhood.

Think of a gifted or very talented person you've known. Talk about how his or her special ability impacted you.

2 As you prepare, consider your audience.

Practice

3 Practice your presentation with a partner. Listen to your partner. Try to identify how your partner has or has not considered the audience. Ask questions.

Present

4 Work in groups of 3 or 4. Deliver your presentation to the group. At the end, ask if anyone has any questions or comments.

5 Listen to other group members' presentations. As you listen to each presentation, write down a question you would like to ask the presenter. At the end of each presentation, ask your question.

Evaluate

6 Use the *Unit 2 Presentation Evaluation Form* (in Appendix C) to think about how well your group members considered their audience.

7 For each presentation, discuss your feedback with the presenter.



Research and Presentation Strategies: Considering your audience

In order to give effective presentations, it is important to think carefully about your audience during the preparation stage. By tailoring your presentation to your audience, you can make it more accessible and engaging. Accessible and engaging presentations are more effective and have greater impact on the audience. Noting a few key principles can help you think about your audience when you prepare a presentation:

- **Organize your ideas as logically as possible.** A presentation that is coherent and has a logical flow to it is easier to understand.
- **Explain the structure of your presentation.** This will give your audience an organizational "map" and help them to follow your presentation.
- **Understand your audience's knowledge and expectations.** Identify any key terms and ideas that will need explanation, and list three things your audience is likely to want to know about the topic. Use these as a main focus as you plan your presentation.
- **Decide how interactive you want your presentation to be.** For an interactive presentation, prepare questions or statements such as:

Please, feel free to ask questions as we go along.

Please, hold your questions and comments until the end.

Has anyone ever met a gifted person?

Does anyone know who this is?

Are there any questions or comments about this point?