PROPÓSITO:

nicio, mantengo y cierro una conversación sencilla sobre un tema conocido.

MOTIVACIÓN:

TYPES OF INTELLIGENCE



MOTIVACIÓN: INTELIGENCIAS MÚLTIPLES by Howard Gardner

https://www.youtube.com/watch?v=4l7uDYYcGhI

https://www.youtube.com/watch?v=F9YuLBivzcQ

EXPLICACIÓN:

B DISCUSSION Describe people you know who exhibit some of the types of intelligence proposed by Gardner.

C GRAMMAR THE SUBJUNCTIVE

Use the subjunctive form of a verb in a noun clause that follows a verb or adjective of urgency, obligation, or advisability. The subjunctive form of the verb is the same as the base form and doesn't change, no matter what the subject of the clause is. Use not before the verb for the negative.

She insisted (that) we **be** at the office at three o'clock.
I'm proposing (that) you **not apply** for that job until you've passed your driving test.
It's important (that) he **complete** the presentation in less than thirty minutes.

The passive form of the subjunctive is be + the past participle.

They suggested that my mother **not be given** an EQ test.

The continuous form of the subjunctive is be + the present participle.

It's crucial that they **be waiting** outside the room after the interview.

Urgency, obligation, and advisability

Verbs	Adjectives
demand	critical
insist	crucial
propose	desirable
recommend	essential
request	important
suggest	necessary
urge	

EXPLICACIÓN:

EJERCICIOS:



CAN INTELLIGENCE BE INCREASED?

In a general sense, intelligence can be defined as the ability to learn, understand, and apply knowledge or skills. In order to maximize these abilities, many argue that it's essential **that the brain not be allowed** to get lazy. Anything from reading more to doing puzzles regularly to learning a new language may in fact improve our thinking skills, capacity to remember, and general knowledge.

IQ (intelligence quotient) has long been used as a measure of intelligence based on general knowledge, mathematical and verbal ability, logic, and memory. While many experts insist **that IQ test scores not be seen** as changeable, others have pointed out that IQ tests provide an incomplete and inadequate measure of real intelligence. To some degree, they measure how one's level of academic achievement can be predicted, but do not measure creativity or "street smarts"—the ability to cope with everyday life. And they do not measure one's potential for growth.

Some experts suggest **that other aspects of intelligence be considered** as well—emotional intelligence being one example. Harvard University's Howard Gardner proposed **that psychologists and educators recognize** the following distinct areas of intelligence: *linguistic* and *mathematical* (which are currently measured to some degree by IQ tests), *interpersonal*—how successfully we interact with others—and *intrapersonal*—how we understand ourselves (both of which are measured by EQ tests). He also proposed measuring *visual-spatial* intelligence—the ability to use and understand visual information in charts, diagrams, and art. And finally Gardner recommended **that two other aspects of intelligence be included**: *musical* (the ability to make sense of sounds) and *physical* (the intelligence that dancers and athletes show through movement). Gardner considers each of these intelligences to be areas of human potential—in other words, they can be developed and increased.

EVALUACIÓN:

EJERCICIOS:

TEST FOR THE ENGISH STATE EXAMINATION Nº. 4

Can We Increase Our Intelligence?

In a general sense, intelligence can be defined as the ability to learn, understand, and apply knowledge or skills. While many experts have argued that one's IQ score simply cannot be **(1)** ….. , others claim that these abilities can be maximized by exercising the brain. In their opinion, certain activities, **(2)** ….. reading regularly, doing puzzles daily, or learning a new language, may in fact improve our thinking skills, capacity to remember, and general knowledge. Furthermore, they make the point that IQ tests don't provide an adequate **(3)** ….. of real intelligence. In fact, they measure how one's level of academic achievement can be predicted but do not measure creativity or "street smarts"—the ability to **(4)** ….. with everyday life. Likewise, they are **(5)** ….. to measure one's potential for growth. Some experts suggest that other aspects of intelligence be considered as well—emotional intelligence being one example.

Moreover, Harvard University's Howard Gardner proposed that psychologists and educators **(6)** ….. the existence of at least seven distinct areas of intelligence. Two of these, linguistic and mathematical, are currently measured to some degrees by IQ tests. **(7)** ….. , another two, interpersonal and intrapersonal, are measured by EQ tests. He also proposed including visual-spatial intelligence. In addition, Gardner recommended that two other aspects of intelligence be **(8)** ….. : musical and physical. Gardner considers each of these intelligences to be areas of human potential; **(9)** ….. , they can be developed and increased.

1	A believed	B increased	C provided	D genetic
2	A such as	B from	C for instance	D to
3	A tool	B measurement	C improvement	D completion
4	A measure	B encounter	C face	D deal
5	A unable	B equipped	C incomplete	D designed
6	A contribute	B criticize	C acknowledge	D change
7	A Similarly	B As a result	C Because of this	D For instance
8	A recognized	B removed	C presented	D altered
9	A otherwise	B that is	C even so	D besides

EVALUACIÓN:

Asistencia y participación en las clases virtuales. 30%
Desarrollo delas GUÍAS y realización de ejercicios de profundización.30%
Presentación de los talleres y autoevaluación: 40 %

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