

1



BUSINESS AND MARKETING

NOTE-TAKING: using a chart to organize notes about main ideas

LISTENING: listening for main ideas

VOCABULARY: understanding meaning from context

GRAMMAR: gerunds and infinitives

PRONUNCIATION: syllable stress

SPEAKING: checking for understanding

GLOBAL SKILLS

CRITICAL THINKING: summarizing

EMOTIONAL SELF-REGULATION: developing emotional intelligence

Unit Question

How can you become a good leader?

A Discuss these questions with your classmates.

1. Look at the photo. What suggests this woman is a leader? What qualities do effective leaders like this need to develop?
2. Have you ever been a leader? For example, have you ever been in charge of a group at school or been the captain of a sports team? If so, what challenges did you face as a leader? What did you learn from those challenges? How did the challenges help you become a better leader?
3. Think of a leader you admire. How do you think that person became a good leader?



1.01

B Listen to *The Q Classroom* online. Then answer these questions.

1. Yuna says that people can make better decisions by listening to the people they lead. Do you agree? Why or why not?
2. Felix says that becoming a leader makes a person's life difficult in some ways. Do you agree? If so, in what ways do you think becoming a leader would make a person's life difficult?

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Unit 1 Topic Vocabulary

Check your understanding of some useful words for discussing this topic.

Listening

NOTE-TAKING SKILL USING A CHART TO ORGANIZE NOTES ABOUT MAIN IDEAS

Charts are a useful way to organize your notes on a presentation. Using a chart to list main ideas can help you understand how a presentation is organized and can help you identify the speaker's most important points.

To organize your notes about main ideas, divide your page into two columns. Use the left column to show how the presentation is organized. Use the right column to write down the main ideas. You can also write any key words or phrases that support each main idea.

Look at the example below from Activity A. The student uses the left column to show the topics in a text and the right column to show the main ideas and key phrases.

Topic: Motivating teams	Main ideas and key phrases
First way	Make expectations clear – gives team a goal



A IDENTIFY Listen to part of a talk about motivating team members. Note the main ideas in the chart.



Topic: Motivating teams	Main ideas and key phrases
First way	Make expectations clear – gives team a goal –
Second way	
Third way	

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Unit 1 Listening
Note-taking Skill Video
Note-taking Skill



B APPLY Listen again. In the chart, add key words and phrases that support each main idea. Compare your notes with a partner. Then take turns coming up with your own examples of each way to motivate team members.

LISTENING 1

Leadership Isn't Just for the Boss

OBJECTIVE →

You are going to listen to a radio interview from the Canadian Broadcasting Company about leadership at all levels of an organization. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

A VOCABULARY Here are some words from Listening 1. Read the definitions. Then complete each sentence with the correct word. You may need to change the form of the word.

clarity (n.) 🗣️+ the quality of being expressed clearly

enthusiasm (n.) 🗣️+ a strong feeling of excitement and interest in something

initiative (n.) 🗣️+ OPAL a new plan for dealing with a particular problem or for achieving a particular purpose

innovation (n.) 🗣️+ the introduction of new things, ideas or ways of doing something

motivation (n.) 🗣️+ OPAL the reason why somebody does something

realistic (adj.) 🗣️+ sensible and appropriate; possible to achieve

responsibility (n.) 🗣️+ OPAL a duty to deal with or take care of somebody/something

role (n.) 🗣️+ OPAL the function or position that somebody has in an organization

supervise (v.) 🗣️+ to be in charge of someone/something

take on (v. phr.) to decide to do something

teamwork (n.) the activity of working together as a team

versus (prep.) 🗣️+ OPAL used to compare two different ideas, choices, etc.



1. Young people are often responsible for much of the exciting _____ happening in the tech world because they have new and fresh ideas.
2. I recently moved to a new _____ in my company, and I'm enjoying the challenge.
3. I'm going to _____ some extra tasks so we can all finish work on time.
4. Many people say that money is the main _____ for working.
5. It isn't _____ to think you will ever be the president of the U.S.A.
6. If you want to get ahead at work, you need to show some _____ by taking on responsibilities without being asked first.
7. Looking the word up in the dictionary gave me a lot of _____. I really feel like I understand the text better now.
8. When you are choosing a career, you need to compare the benefits of money _____ job satisfaction.
9. She does her job with such _____ that it's fun to work with her.
10. Good supervisors take _____ for their team.
11. Sarah got a promotion, and now she _____ five people. It's difficult being a manager, but she is learning a lot from her team.
12. We achieved success through _____. We worked together and got the project done.

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Unit 1 Vocabulary
Practice 1
Pronunciation 1

B PREVIEW Before you listen, discuss the questions in a group.

1. What are some important leadership qualities? What adjectives describe good leaders?
2. Former American president John Quincy Adams said, "If your actions inspire others to dream more, learn more, do more, and become more, you are a leader." What do you think this quote means? Do you agree?

WORK WITH THE LISTENING

GLOSSARY

amicable (*adj.*)
done or achieved
in a polite or
friendly way

flip side (*n.*)
different aspects of
an argument

muddled (*adj.*)
confused

silo (*n.*)
something that
operates
independently and
separately from
others

task (*v.*)
to give somebody a
task to do



1.03

A LISTEN AND TAKE NOTES Listen to the radio interview and take notes on the speaker's central ideas and suggestions. Write the main ideas and key phrases you hear.

Leadership topics	Main ideas and key phrases
Important leadership qualities	
What organizations can do to encourage leadership at all levels	
Benefits to having leadership at all levels	





1.03

B IDENTIFY Read the questions. Then listen again. Circle the correct answers.

1. Why is it good for a company to create opportunities for people to act more leader-like at all levels?
 - a. because having a lot of supervisors means more work gets done
 - b. because doing so promotes innovation, creativity, and motivation
 - c. because more responsibility makes workers happier
2. What is the benefit to having employees work outside their teams?
 - a. They can form more friendships at work.
 - b. They can share the work and get finished faster.
 - c. They have an opportunity to try different things.
3. What do organizations have to have in order for their employees to thrive?
 - a. clear expectations and goals
 - b. enough room to have many leadership positions
 - c. a fun work environment
4. How can people demonstrate initiative at work?
 - a. by taking on a task without waiting for direction
 - b. by telling their boss what he or she is doing wrong
 - c. by coming in early in the morning
5. Why should workers try to be friendly at work?
 - a. because it is what an employer expects
 - b. because their boss will want to spend time with them
 - c. because their attitude will motivate their coworkers



C CATEGORIZE Read the statements. Circle *T* (true) or *F* (false). Then correct the false statements.

1. **T / F** Effective companies put all their workers in leadership roles.

2. **T / F** One way companies can encourage leadership is by creating opportunities for people to work with other teams.

3. **T / F** A lack of clarity in organizations creates opportunities for creativity.

4. **T / F** Demonstrating initiative is a good way to be leader-like.

5. **T / F** Good leaders build relationships by leaving employees alone.

D INTERPRET Read the comments below. Based on the listening, are the speakers demonstrating leader-like qualities? Circle *Y* (yes) or *N* (no).

1. **Y / N** "When I get to work, I get right to business. After all, the company isn't paying me to chat with my coworkers."
2. **Y / N** "I am a low-level manager in a big company. I expect my employees to obey me because I am their boss. They don't need to know why I tell them to do things."
3. **Y / N** "I enjoy working on projects with other departments. It sparks my creativity when I think outside the box."
4. **Y / N** "I don't like to take on too much responsibility at work. It's important to me to have free time for my real interests and hobbies. Work is just a way to make money for life."
5. **Y / N** "I think it's important for my employees to understand my plan for the company and for them to be clear about the direction I want the company to go in."
6. **Y / N** "Even when I am not feeling it, I try to demonstrate my excitement to be at work. I want my employees to know that I am excited about our company. I hope they feel motivated, too."

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Unit 1 Listening
Listening
Comprehension

E CREATE Work with a partner. If you were the head of an organization, how would you make sure to hire people who demonstrated leadership qualities? Create questions that you could ask potential employees in a job interview to determine whether they are leader-like.



SAY WHAT YOU THINK

F DISCUSS Discuss these questions in a small group or with your partner.

1. The interview discussed the benefits of encouraging leader-like behavior at all levels. What are some possible disadvantages?
2. Recall the leadership qualities the speaker described in the radio interview. Share examples of times you have shown these qualities.



LISTENING SKILL LISTENING FOR MAIN IDEAS

When listening to a presentation, it is difficult to remember every piece of information you hear. Instead of trying to remember every detail, it is more important to identify the speaker's **main ideas**. These are the most important ideas that the speaker wants you to understand and remember.

A speaker often states the main ideas as part of the introduction. Here are some signal phrases used to introduce main ideas.

Today, <u>we'll focus on</u> ...	This morning, <u>we'll consider</u> ...
Today, <u>I'm going to talk about</u> ...	For today's lecture, <u>we're going to look at</u> ...

Main ideas are often repeated or rephrased during a presentation, especially at the end.

After you listen and take notes, review your notes. Notice which ideas are repeated or described in greater detail. This will help you decide what the main ideas are.



1.04

A EVALUATE Listen to the introduction to each of three presentations. Circle the option that best describes the main idea of each introduction.

Introduction 1:

- Meetings are often boring because they're too long and waste time.
- Meetings are often boring, but there are ways to make them worthwhile.
- Meetings are often boring, so we should find ways to eliminate them.

Introduction 2:

- Job searchers should learn how to answer interview questions and write résumés.
- Job searchers should learn how to use online job-finding tools effectively.
- Job searchers should go online to find out about available jobs.

Introduction 3:

- Many people hire employees for the wrong reasons. Soon they regret their hiring decisions.
- It is important that managers learn to recognize that someone is not a good hiring choice.
- Hiring employees can be difficult, but this presentation will teach skills for choosing the best possible employees.

ACADEMIC LANGUAGE

In academic writing, main ideas are often presented indirectly. However, speakers usually directly introduce their main ideas by using the future tense in phrases like *I'm going to show you ...*, *We're going to go through ...*, and *We're going to be talking about ...*.

OPAL

Oxford Phrasal Academic Lexicon



1.05

B APPLY Listen to a short presentation. As you listen, take notes in the chart.

Topic	
Most important factor	
First characteristic mentioned	
Second characteristic mentioned	
Last characteristic mentioned	

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Unit 1 Listening
Listening Skill Video
Listening Skill

LISTENING 2

Skills for Effective Global Leaders

OBJECTIVE →

You are going to listen to a lecture from a business class on the skills necessary for effective global leaders. Use the listening to gather information and ideas for your Unit Assignment.

PREVIEW THE LISTENING

A VOCABULARY Here are some words from Listening 2. Read the definitions. Then complete each sentence with the correct word. You may need to change the form of the word.



advance (v.) **🔧+** to develop or move forward
appropriately (adv.) **🔧+ OPAL** in a way that is correct for the particular circumstances
assess (v.) **🔧+ OPAL** to make a judgment about somebody/something
capable (adj.) **🔧+ OPAL** having the ability or qualities necessary for doing something
end up (phr. v.) to find yourself in a place or situation at the end of a process or period of time
executive (n.) **🔧+** a person who has an important job as a manager of a company or an organization
indirectly (adv.) **OPAL** not in a direct line or way
perspective (n.) **🔧+ OPAL** a way of thinking about something
philosophy (n.) **🔧+** a set of beliefs or an attitude to life that guides somebody's behavior
senior (adj.) **🔧+** high in rank or status

1. We need to hire a more _____ office assistant. The current assistant doesn't pay attention well.
2. Isabel heard about the meeting _____. She didn't receive an email, but her coworker did and told her about it.
3. I'm nervous about the meeting with my manager next Monday. She is going to _____ my performance for this year.
4. Ibrahim joined the company in 2017. Within five years, he was able to _____ to the position of vice president.
5. Please tell me what you think about this design. I'm interested in hearing your _____ on it.
6. Ji-ho knows a lot of managers in our industry. She is friends with the _____ leaders of several important companies.
7. I want to understand the _____ of this company. What beliefs and values impact the decisions you make?

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Unit 1 Vocabulary

Practice 2

Pronunciation 2

8. We have different opinions about the plan but I hope we'll _____ reaching an agreement.
9. It's important to know how to respond _____ to your boss's emails. Otherwise, you could get into trouble.
10. Myriam only recently started working for the company, but her goal is to become an _____ there someday. I think she will make a good manager.

B PREVIEW In this lecture, the speaker presents some of the skills necessary for effective leadership in global contexts, like working with people whose cultures and backgrounds are different from your own. What are two skills or qualities you think global leaders need to have in order to be effective?

WORK WITH THE LISTENING

GLOSSARY

emotional intelligence (*n.*)
the ability to understand your emotions and those of other people and to behave appropriately in different situations

globally (*adv.*)
in a way that covers or affects the whole world

inclusive (*adj.*)
deliberately including people, things, ideas, points of view, etc. from all parts of society

multinational (*adj.*)
existing in or involving many countries

virtually (*adv.*)
by using computer software that makes someone appear to exist



1.06

A LISTEN AND TAKE NOTES Listen to the lecture and take notes in the chart.

Qualities of global leaders	Main ideas and key phrases
First quality	trustworthy - U.K. & U.S.: strong, show authority - Asia: emotional intelligence
Second quality	
Third quality	
Fourth quality	

B EXPLAIN Use your notes to answer the questions.

1. Why is it important for new leaders to be able to adapt their leadership style in order to appear trustworthy?
2. How does being inclusive lead to increased success?
3. Why do global leaders need to be able to change their communication styles in different contexts?
4. How should global leaders find mentors?



**C****CATEGORIZE** Read the statements. Then listen again. Circle *T* (true) or *F* (false). Then correct the false statements.

1.06

1. **T / F** One example of how the business world has become more global is that leaders will likely work with people from different cultures.

2. **T / F** To business executives in Asia, showing strength and authority makes a leader seem trustworthy.

3. **T / F** By including people from other backgrounds, global leaders hear about similar perspectives.

4. **T / F** When people feel free to be creative, they are often more successful.

5. **T / F** Nowadays, global leaders need to be comfortable meeting virtually only.

6. **T / F** Global leaders often have mentors who support and help them.

D**EVALUATE** Read the advice on leadership. Check (✓) the advice you think the speaker would agree with. Briefly discuss your ideas with a partner.

- ☐ Learn about the backgrounds and cultures of the people you work with.
- ☐ Don't reward failure from your employees.
- ☐ See your successes as team successes and celebrate as a group.
- ☐ Act appropriately for the situation.
- ☐ Pay attention to the leaders above you to identify possible mentors.

E**CATEGORIZE** Read the examples of decisions made by leaders. Based on the information in the lecture, do they demonstrate effective or ineffective leadership? Circle *E* (effective) or *I* (ineffective). Then discuss your choices with a partner.

1. **E / I** The president of Linear Electronics, Ahmad Ali, prefers to work closely with the employees who graduated from the same university he did.
2. **E / I** Haruto Sato, head coach of the Tower University baseball team, has breakfast with players individually each month to find out how they are doing.
3. **E / I** Restaurant owner Maria Garcia placed an "idea box" in the kitchen of her restaurant. She checks it each week for thoughts from her staff.
4. **E / I** Daniel Lisa was elected president of his university's engineering club. Whenever the club tries something new, he expects it to be a success, or he becomes very angry.

5. **E / I** Nura Abu, vice president of Trident Bank, tries to read several books each year about the cultures represented by his international staff.
6. **E / I** Governor Patricia Landon keeps her office door open so staff members can come in and talk whenever they want to.
7. **E / I** The head of the English Literature Department, Ayse Demir, believes it is much more efficient to make most departmental decisions on her own. Involving others in the decision-making process takes too long.

F DISCUSS Work in a group to discuss the questions.

1. The professor says that in order to advance in their careers, it's important for people to be capable of working across various cultures. What are some specific examples of companies that have offices in different countries or where people may work closely with coworkers from different cultures?
2. According to the lecture, global leaders need to be able to change their leadership and communication styles to match the context they work in. What is some advice about leadership you would give a person who was working in your country or with people from your culture?



SAY WHAT YOU THINK

G DISCUSS Discuss these questions in a small group or with your partner.

1. Recall the leadership qualities the speaker described in the lecture. Share examples of times you have shown these qualities.
2. Have you ever worked with someone who was not an effective leader? What advice would you give him or her from the listening?

VIDEO

Leading the Way

VIDEO GLOSSARY

altitude (*n.*)
the height above sea level

ascend (*v.*)
to go up

capable (*adj.*)
able to do something

gender bias (*n.*)
preference for males or females

income (*n.*)
the money someone earns from work

- A PREVIEW** Have you done something hard because you believed it was the right thing to do? What did you do? Why was it important to you?



- B APPLY** Watch the unit video and take notes about the leadership skills the women in the video are demonstrating.

Women in the Video	Leadership Skills
Glory	
Saja	

- C IDENTIFY** Watch the video again. Complete each sentence with the best answer.

- Glory is unique because there are only ten female guides out of _____ guides on Mount Kilimanjaro.
a. 300 b. 3000 c. 30,000
- Before Glory became a guide, she worked as a _____.
a. nurse b. manager c. schoolteacher
- Glory's father was _____ her becoming a guide.
a. excited about b. opposed to c. neutral about
- It takes the climbers _____ days to reach the top of the mountain.
a. three b. five c. seven
- Saja was in the hospital until _____ before the climb.
a. one day b. three days c. one week
- Glory has climbed Mount Kilimanjaro more than _____ times.
a. 14 b. 40 c. 400

Resources

Unit 1
Unit Video



SAY WHAT YOU THINK

D DISCUSS Discuss these questions in a group or with your partner.

1. What advice do you think Glory might give to someone facing gender bias?
2. Is leading symbolic events, like playing a soccer game at the top of a mountain, the best way to fight gender bias? What other things can leaders do to fight against inequality?

VOCABULARY SKILL UNDERSTANDING MEANING FROM CONTEXT

One way to figure out the meaning of a word is from the **context** of the sentence it is in. Use the words around the unknown word to help you understand the new word.

□ You might end up working for a multinational company with offices all around the world.

The speaker talks about “offices all around the world,” so you can understand that “multinational” means something that is in or involves many different countries.

Try to stay calm when you hear a new word. Keep listening, because context clues often come after the unfamiliar word. It also helps to consider the conversation as a whole, not just one sentence. In this conversation, the speaker is talking about global leadership skills. From this context, you might be able to figure out that *multinational* has something to do with global things.



1.07

A APPLY Listen to the sentences. Use the context to match each bold word with its definition in the box.



- a. natural ability to do something
- b. the conditions that affect a person’s behavior and development
- c. to work in the correct way
- d. to find an acceptable solution to a problem
- e. to show or display

1. ___ The job didn’t pay very well, but I loved the office and my coworkers. It was a great **environment** to work in.
2. ___ It’s impossible to **function** well when you don’t get along with your coworkers. I can’t work in a situation like that.
3. ___ I’m sure you can **resolve** the conflict with your coworker if you listen to each other’s opinions.
4. ___ James has great **aptitude**, but he needs more training. In a year or so, he’ll probably be our best programmer.
5. ___ The members of Emily’s group are experienced and talented. Besides, they **exhibit** great teamwork.



B IDENTIFY Listen to excerpts from Listening 1 and Listening 2.
Circle the correct answers.

1. **Distinction** probably means ...
 - a. similarity
 - b. importance
 - c. difference
2. **Comfort zone** probably means ...
 - a. a new or different situation
 - b. a situation in which you feel secure
 - c. a situation that is dangerous
3. **Be tasked with** probably means ...
 - a. be given a job
 - b. be asked a question
 - c. have fun at work
4. **Trustworthy** probably describes ...
 - a. someone who trusts others easily
 - b. someone who others can trust
 - c. someone who has questions and doubt
5. **Infectious** probably describes ...
 - a. something that can be passed along easily
 - b. something that is true
 - c. something that is inside

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Unit 1 Vocabulary
Vocabulary Skill Video
Vocabulary Skill

C CREATE Choose five words from Activities A and B. Write a sentence using each word. Then take turns reading your sentences aloud to a partner.



Speaking

OBJECTIVE →

At the end of this unit, you are going to give a presentation about how to become an effective leader. As you speak, you will need to check that your audience understands you.

GRAMMAR GERUNDS AND INFINITIVES

Gerunds (verb + -ing) are often used as the subject of a sentence.

☐ **Leading** your team members is a tough job.

Gerunds are also used after prepositions, such as *about*, *of*, *in*, *for*, and *against*, and after certain verbs, such as *consider*, *suggest*, and *recommend*.

☐ Joe thought **about accepting** the promotion.

☐ I **considered voting** for him.

Infinitives (to + verb) are often used after the adjective phrase *be + adjective*.

☐ It **is important to respect** your employees.

Infinitives are also used after certain verbs, such as *want*, *decide*, *try*, *hope*, *need*, *expect*, *agree*, *encourage*, and *learn*.

☐ She **hopes to become** a manager one day.

A IDENTIFY Read the sentences. Underline each gerund and infinitive.

1. While every company needs a great leader, some of the most effective ones encourage their workers to take on some kind of leadership role as well.
2. What's helpful is to have leadership qualities at every level.
3. There actually is a distinction between being in a leadership role versus being a leader in your role.
4. Individuals would take initiative without waiting to get direction.
5. It gives them the opportunity to try something new.
6. So, being really clear on the roles and expectations is a big thing that you can do.
7. We pay you to come to work to do your job.
8. Or, you might decide to take a local job, but even there, you will likely work with and supervise people from different nationalities and cultures.
9. Experts are now telling us that in order to advance in your career, it's important to be capable of working across various cultures.
10. A second global leadership skill is the ability to include everyone in solving problems and making decisions.

B APPLY Complete each sentence with the gerund or infinitive form of the verb in parentheses. Then practice saying the sentences with a partner.

1. Yuki expects _____ (finish) business school in June.
2. This book recommends _____ (hire) people you already know.
3. _____ (work) for the government has been a great learning experience.
4. It is difficult _____ (work) while you go to school.
5. Although it took me several months, I finally learned _____ (communicate) effectively with my manager.
6. I suggest _____ (discuss) this with your partner before you make a final decision.
7. We need _____ (discuss) this problem immediately.
8. Jamal was interested in _____ (move) to Hong Kong, but he decided _____ (wait) until next year.


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Unit 1 Grammar
Grammar Video
Grammar 1
Grammar 2

PRONUNCIATION SYLLABLE STRESS


Every word with more than one **syllable** has a syllable that is **stressed** more than the others. That stressed syllable is longer, and it has a change in pitch.

 Listen to the word *global*. Then repeat it.

1.09  global

The first syllable (*glo-*) is stressed. The vowel in this syllable is extra long, and it has a change in pitch.

Listen to the word again and practice saying it, stressing the first syllable.

 global

Every word has its own stress pattern. Using correct word stress will make your speech clearer and easier to understand. When you learn a new word, also take note of the correct stress pattern for that word.

TIP FOR SUCCESS

Many dictionaries show a pronunciation guide for each entry. The pronunciation guide shows the correct syllable stress. Use a dictionary regularly to learn the stress patterns of new words.



1.10

A IDENTIFY Listen to the words. Which syllable is stressed? Circle each stressed syllable.

- | | |
|--------------------|-----------------|
| 1. <u>ex</u> cerpt | 6. acknowledge |
| 2. aspect | 7. perspective |
| 3. enforce | 8. opposing |
| 4. effective | 9. promotion |
| 5. leadership | 10. interaction |

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Unit 1 Speaking
Pronunciation Practice



1.10

B APPLY Listen again. Then practice with a partner. Take turns saying the words.

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Unit 1 Global Skills Critical Thinking Video Critical Thinking Skill

GLOBAL SKILLS CRITICAL THINKING STRATEGY

Summarizing

When you **summarize**, you give a shorter version of what you heard or read, including only the main points. You should not include minor details, direct quotes, or your own opinion. Summarizing shows you understand the material.



1.11

C COMPOSE Listen to the presentation and take notes. Work with a partner to summarize the main points.

D DISCUSS Work in a small group. Compare your summaries and choose the most complete summary.

SPEAKING SKILL CHECKING FOR UNDERSTANDING

When you're giving a presentation or having a conversation, occasionally check that you are clearly communicating your ideas. To check that your listeners understand your main point(s), you can use phrases like these:

- Do you know what I mean? Are you following me?
- Does that make sense? Any questions (so far)?
- Do you understand?

GLOBAL SKILLS

CREATIVITY

If you are not clearly explaining your ideas, your listeners might respond to these checks for understanding with questions. In that case, you need to think flexibly and come up with a new way to explain an idea. For example, give definitions, use synonyms, or use examples.



1.12

A IDENTIFY Listen to a manager giving instructions to her staff. Check (✓) the phrases she uses to check for understanding.

- | | |
|---|--|
| <input type="checkbox"/> Do you know what I mean? | <input type="checkbox"/> Are you following me? |
| <input type="checkbox"/> Do you know what I'm saying? | <input type="checkbox"/> Are you with me so far? |
| <input type="checkbox"/> Does that make sense? | <input type="checkbox"/> Have you got it? |
| <input type="checkbox"/> Does everyone understand? | <input type="checkbox"/> Got it? |



1.12

B RESTATE Listen again. Then work with a partner. Summarize the main points the manager wants to communicate.



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Unit 1 Speaking Speaking Skill Video Speaking Skill

Unit Assignment

iQ Online

My Assignments
Alternate Assignment

Q Give a Presentation

OBJECTIVE →

In this assignment, you are going to give a presentation on how to be an effective leader. You can use the unit activities and iQ Online to prepare and plan the Unit Assignment.

CONSIDER THE IDEAS

A SYNTHESIZE Think about the Unit Question: “How can you become a good leader?” Organize the ideas you learned from the listenings and video activities. Use the questions below to guide you.

- In your opinion, which two characteristics described in the listenings and video are the most important for good leaders to have? Why?
- Is it helpful to learn about famous leaders when we want to develop strong leadership skills ourselves? Explain.
- Do you think everyone can be a good leader if they work hard and follow the advice in this unit, or are some people natural leaders? Explain.



- B DISCUSS** Read about a paradox, a situation that has two opposite qualities at the same time. In a group, discuss what the author means by a *power paradox*.

The Power Paradox

The best leaders understand the needs and goals of the people they lead. They are careful thinkers who understand the challenges they face. They have the ability to make intelligent choices about how to address those challenges. Great leaders are also communicators. They can explain both problems and solutions to people in a way that everyone can understand.

These abilities are not common and when we recognize them in someone – in the business world or some other field – we are inspired to say, “That’s someone I can trust! That’s someone I can follow!” Unfortunately, these abilities also tend to disappear once a person actually takes on a position of leadership.

The British historian Lord Acton once said, “Power tends to corrupt, and absolute power corrupts absolutely.” Researchers are now finding scientific support for Acton’s claim. Many studies have shown that power can lead people to act without thinking carefully about their decisions. It can also lead people to ignore or misunderstand other people’s feelings and desires.

Researchers have created experiments to see how people react when they are given power. The people who were given power over others were more likely to make risky choices, to act aggressively, to speak rudely, and to behave in ways that made others feel scared and uncomfortable. They were also more likely to tease their colleagues.

This is why we call it the *power paradox*. Power is given to people who show an ability to understand, guide, and communicate with others. But unfortunately, once they become leaders, their power has the potential to make them rude and insensitive. In other words, what people respect and want most from leaders is often what can be damaged when someone has power.

iQ Online

Unit 1 Global Skills
Emotional Self-Regulation

GLOBAL SKILLS EMOTIONAL SELF-REGULATION

Developing emotional intelligence

There is more than one kind of intelligence. Emotional intelligence is your ability to understand your own feelings, such as how you react to stressful situations. It is also about how well you understand the feelings of others. Having high emotional intelligence is key to being a successful leader because it can help you solve problems and conflicts in a more positive way. Emotional intelligence is something that you can learn to develop over time using strategies such as active listening and self-reflection. Find out more about this in iQ Online.

- C SPEAKING MODEL** Find a model for this Unit Assignment in iQ Online.

PREPARE AND SPEAK

A GATHER IDEAS Review the information in “The Power Paradox” about how power can affect people. Then think about the information you learned in this unit about people in positions of power. Discuss these questions with a partner.

1. What are some important skills and qualities of a leader?
2. What are negative effects that come from having power?

B ORGANIZE IDEAS With your partner, plan your presentation.

1. Choose two qualities and two negative effects of power from Activity A that you think are most important. Place these ideas in the first column of a chart.
2. In a second column, list ways to develop those qualities and ways to avoid the negative effects.

SPEAKING TASK →

C SPEAK Present your advice on how to be a good leader to the class. Use Activity B as a guide. Consider the points below.

- Review the Speaking Skill on page 19.
- Practice asking questions or giving answers.
- Look at the Self-Assessment checklist before you begin.

Resources

Unit 1

Peer Review Worksheet

CHECK AND REFLECT

A CHECK Think about the Unit Assignment as you complete the Self-Assessment checklist.

SELF-ASSESSMENT	Yes	No
I was able to speak easily about the topic.	<input type="checkbox"/>	<input type="checkbox"/>
My partner or class understood me.	<input type="checkbox"/>	<input type="checkbox"/>
I used vocabulary from the unit.	<input type="checkbox"/>	<input type="checkbox"/>
I used gerunds and infinitives.	<input type="checkbox"/>	<input type="checkbox"/>
I checked for understanding.	<input type="checkbox"/>	<input type="checkbox"/>
I stressed syllables correctly.	<input type="checkbox"/>	<input type="checkbox"/>

B REFLECT Discuss these questions with a partner or group.

1. What is something new you learned in this unit?
2. Look back at the Unit Question: “How can you become a good leader?”
Is your answer different now than when you started this unit? If yes, how is it different? Why?

iQ Online

Unit 1 Quiz

TRACK YOUR SUCCESS

Resources

Unit 1 Vocabulary List

Check (✓) the skills and strategies you learned. If you need more work on a skill, refer to the page(s) in parentheses.

NOTE-TAKING

☐ I can use a chart to organize notes about main ideas. (p. 4)

LISTENING

☐ I can listen for main ideas. (p. 9)

VOCABULARY

☐ I can understand meaning from context. (p. 15)

GRAMMAR

☐ I can use gerunds and infinitives. (p. 17)

PRONUNCIATION

☐ I can stress syllables correctly. (p. 18)

SPEAKING

☐ I can check for understanding. (p. 19)

GLOBAL SKILLS

☐ Critical Thinking: I can summarize information. (p. 19)

☐ Emotional Self-Regulation: I can understand emotions. (p. 21)

OBJECTIVE →

☐ I can gather information and ideas to give a presentation on how to be an effective leader.

