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MODULE 1: ENGLISH FOR SPECIFIC PURPOSES (SPECIAL NEEDS AND DISABILITY)

LESSON 6

LEADERSHIP

Phrases and Words	Transcription	Definition	Translate into your own language
promote	/prə'məʊt/	to support or encourage something	
contribution	ˌkɒntri'bjuːʃ(ə)n/	something that you do that helps to achieve something or to make it successful	
encourage	/ɪn'kʌrɪdʒ/	to suggest that someone does something that you believe would be good	
viewpoint	/'vjuː.pɔɪnt/	a way of considering something	
attitude	/'æti.tjuːd/	someone's opinions or feelings about something, especially as shown by their behaviour	
empower	/ɪm'paʊə(r)/	to give someone more control over their life or more power to do something	
authenticity	/ˌɔːθen'tɪsəti/	the quality of being authentic	
integrity	/ɪn'tegreɪti/	the quality of always behaving according to the moral principles that you believe in, so that people respect and trust you	
uniqueness	/juː'niːknəs/	the fact or quality of being different from everything else or everyone else	
challenge	/'tʃæləndʒ/	a call or summons to engage in any contest, as of skill, strength, etc.	
aspire	/ə'spaɪə(r)/	to want to achieve something or to be successful, especially in your career	
resourceful,	/rɪ'zɔː(r)sf(ə)l/	good at finding effective ways to deal with problems	
determined	/dɪ'tɜː(r)mɪnd/	not willing to let anything prevent you from doing what you have decided to do	

resilient	/rɪˈzɪliənt/	able to quickly become healthy, happy, or strong again after an illness, disappointment, or other problem	
perpetuate	/pə(r)ˈpetʃueɪt/	to make something such as a situation or process continue, especially one that is wrong, unfair, or dangerous	
empathy	/ˈempəθi/	the ability to understand how someone feels because you can imagine what it is like to be them	
awareness	/əˈweə(r)nəs/	knowledge or understanding of a subject, issue, or situation	
resourceful	/rɪˈzɔː(r)sf(ə)l/	good at finding effective ways to deal with problems	
enhance	/ɪnˈhɑːns/	to improve something, or to make it more attractive or more valuable	

Leadership Skills Vocabulary and Examples

The characteristics of a good leader are:

Honesty	Mark is honest
Communication	James has communication skills
Sense of Humor	Linda has a good sense of humor
Confidence	Samantha has a lot of confidence
Commitment	I am committed
Positive attitude	Anderson has a positive attitude
Creativity	Michael has a lot of creativity
Positivity	I am a s positive person
Decision Making	I have decision-making capabilities.
Innovation	She likes to innovate
Empathy	He has a lot of empathy
Vision	Nelson has a great vision
Integrity	Daniel has a lot of integrity
Humble	Fiorella is a humble leader
Responsible	Sergio's very responsible
Optimism	He has a lot of optimism
Delegation	Good leaders know how to delegate
Respect	Good leaders respect others
Passion	Angela has a lot of passion for what she does
Persuasion	Chris has persuasion abilities
Supportive	James's a very supportive classmate
Social Skills	I am outgoing and friendly
Emotional Skills	I control my emotions and stay calm

Risk Management	<i>I identify, evaluate and take risks</i>
Open-Minded	I am open to learning about new things

Questions and Answers about Leadership Skills

These are some questions and answers about leadership skills

- **Do you have an open mind?**
- Sure, I like to listen to different perspectives.
- **Do you usually take risks?**
- I don't like taking risks.
- **Do you have passion for what you do?**
- I love learning about online security
- **Do you have a good sense of humor?**
- I am the funniest guy in the agency
- **Do you have creativity?**
- You can check my portfolio of android applications.
- **Do you have management skills?**
- Sure, I manage a team of 20 developers.
- **Do you have communication skills?**
- Yes, we use Slack to improve team communication.
- **Do you have confidence?**
- Absolutely, I am the best salesman here.
- **Do you have social skills?**
- I am friendly but I like working alone.
- Do this exercise to show how much you know about leadership skills

Accountability	Innovation
Communication	Transparency
Empathy	Humility
Delegation	Integrity

Fill in the missing words

= You need to stick to your values

= Words have the power to motivate people

= You have to own your mistakes

= I take care of key responsibilities

= A leader must be creative

= Understand the problems of your team members

= Don't focus on Self-promotion

= As a leader, don't hide information

Qualities/Characteristics

Skills/Abilities

A leader can

♣

assume responsibility

♣

take initiative

A leader is

♣

achievement-orientated

♣

adaptable to situations

♣

alert to social environment

♣

assertive

♣

competent

♣

cooperative

♣

courageous (risk-taker)

♣

decisive (good judgment)

♣

dedicated (committed)

♣

dependable

♣

energetic (high activity level)

♣

enthusiastic

♣

honest (high integrity)

♣

optimistic

♣

persistent

♣

self-confident

♣

tolerant of stress or anxiety (resilient)

A leader can

♣

communicate well

♣

listen openly to others

♣

resolve conflict

A leader is

♣

broad-minded (seeks diversity)

♣

clever (intelligent)

♣

conceptually skilled (holistic view)

♣

creative (imaginative)

♣

diplomatic and tactful

♣

extraverted (outgoing)

♣

fair-minded (just)

♣

forward-looking (vision)

♣

knowledgeable about team/group tasks

♣

motivational (inspirational)

♣

organized

♣

persuasive (influential)

♣

socially skilled

♣

technically skilled

♣

well-spoken (good speaker)

Role play – Leaderships skills



Role A

You work as a Marketing Manager for a company which makes lifts, and you have to report to two bosses.

Your first boss has asked you to complete a report on a project you have been working on for the last month and he wants it by Friday. It has now become URGENT as the client is causing problems.

Your second boss has asked you for a Marketing analysis for a new client you have been trying to get, and the meeting is on Friday and the Marketing Analysis could make or break the contract. You have been told it is URGENT and a priority.

What should you do .. you have only one secretary and one assistant working under you. .. you need to be assertive with both of your bosses but what style to use?

Role B

You are the Marketing Director for a company that makes lifts. You have been having problems with one of your major clients who has now questioned several areas of a project one of your managers has been working on. You need to have the report urgently in order to ascertain what has been happening with the project.

Your Marketing Manager tells you he needs it by Friday to finish it .. but in all honesty you need it now..

You need to tell him .. but how?

Role C

You are the Sales Director for a company that makes lifts.. You need to have a Marketing Analysis on your company's products and sales by Friday when you have a meeting with a potential client you have been trying to get for the last three months .. he has asked to see the analysis before making up his mind. This client could bring in huge amount of orders and therefore an incredible increase in sales. It is just what the company needs in times of economic crisis.

Your Marketing Manager tells you he can get it finished by Friday .. but you need it really today if possible, maximum tomorrow.

You need to tell him ... but how?

Useful phrases

I will do my best to do it

I also have another

I am not sure that is viable....

What about if I

I could try to.....

I need to have more time

It is almost finished but

I need to have it as soon as possible

You do understand the importance of this

You are aware of how urgent this is

I think you have had enough time to

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Can you explain why it is not done yet ...

Could you ensure that this is done by ...

I will not accept any excuses for it being late ...

I will let you have only one more day ...

I will not accept failure on your part

If this is not completed by the time I ask there will be repercussions ...

When do you think you can finish it ...?

Do you need more time ... ?

You can work late to get it finished

I don't care if you have a party to go to .. I want this finished ..

WHAT IS MY LEADERSHIP STLYE?

The first thing is to ask ***what is my leadership style?*** This is to focus on what you enjoy, what you might be good at, what strengths and weaknesses you have. The second is to ask ***what leadership style is best for the people, team or organisation that I'm leading?*** This is to focus on the needs of the situation, on the criteria for success, on the approach that will bring about the maximum impact.

Modern leadership demands **both**. You need to recognise your own strengths and exploit them, but you also need to have an ability to **adapt** your style to different situations in order to achieve the maximum effectiveness. Rather than using *solely* one's own preferred style, excellent leaders are able to take different approaches to suit the various needs of differing circumstances, whilst also making sure that their own needs are met.

The table below describes each of the styles, and gives examples when the style should or should not be used.

LEADERSHIP STYLE

Myers Briggs type, Jungian type, MTR-i team role

<u>Description</u>	<u>When to use</u>	<u>When not to use</u>
PARTICIPATIVE LEADERSHIP <i>ESFJ/ENFJ, Extraverted Feeling (Jung), or Harmonising (MTR-i)</i>		
People-oriented, motivator, builds personal relationships, likeable, interpersonal skills, cares for others	Commitment from others is critical, or sensitive situations	Decisions need to be forced through, conflict is being avoided
IDEOLOGICAL LEADERSHIP <i>ISFP/INFP, Introverted Feeling (Jung), or Campaigning (MTR-i)</i>		
Value-driven, has passion for key issues, focuses on important themes, champions the cause	The group has lost its sense of identity, or it is doing too many unimportant things	There is a problem that needs to be solved with dispassionate objectivity (eg: technical issues)
CHANGE-ORIENTED LEADERSHIP <i>ENTP/ENFP, Extraverted Intuition (Jung), or Exploring (MTR-i)</i>		
Tries things that are new, prototypes, introduces change, looks for unexpected outcomes, creates new opportunities, experiments	The group is 'stuck in a rut', or the status quo needs to be challenged	There are already too many initiatives under way and some stability is needed

VISIONARY LEADERSHIP**INTJ/INFJ, Introverted Intuition (Jung), or Innovating (MTR-i)**

Develops long term vision, produces radical ideas, foresees the future, anticipates what is outside current knowledge

Radical change is needed, change is a long term activity

There are immediate dangers, the group may not survive in the short term

ACTION-ORIENTED LEADERSHIP**ESTP/ESFP, Extraverted Sensing (Jung), or Activating (MTR-i)**

Takes action, produces results, leads from the front, sets an example, does what is asked of others

There is some inertia, or lack of achievement has destroyed motivation

The group is being too expedient, current success may ebb in the future

GOAL-ORIENTED LEADERSHIP**ISTJ/ISFJ, Introverted Sensing (Jung), or Clarifying (MTR-i)**

Observes, listens, clarifies goals, establishes realistic expectations, makes aims crystal clear

The direction is vague or expectations have not been articulated

There are already too many goals or too much information

EXECUTIVE LEADERSHIP**ESTJ/ENTJ, Extraverted Thinking (Jung), or Conducting (MTR-i)**

Organises, makes plans, sets measurable goals, coordinates work of different people, manages resources

There is chaos/lack of organisation, or there are no measures of achievement

There are so many processes that creativity has been stifled

LEADERSHIP THEORIST**ISTP/INTP, Introverted Thinking (Jung), or Analysing (MTR-i)**

Analyses, uses models, produces explanations, compares other situations, engages in intellectual debate

The situation is complex or driven by technical solutions

People's feelings are paramount, or the group go round in circular arguments

This model of leadership styles can be used to increase the effectiveness of a leader. The key to success is developing the external awareness of what is required, and the internal flexibility to be able to access each style as appropriate.

Phrasal Verbs about Leadership

LOOK!

Phrasal verbs often include another preposition if they take an object.



LOOK!

Be aware that many of these phrasal verbs also have other meanings.

Phrasal Verb Mix and Match

Connect each of the phrasal verbs below with the correct definition.

- | | |
|------------------|--|
| 1) bring off | a) invent, think of and produce |
| 2) call off | b) disappoint |
| 3) come up with | c) succeed, do well |
| 4) cut down (on) | d) respect and admire |
| 5) dress down | e) investigate |
| 6) fawn over | f) assemble, build |
| 7) get ahead | g) postpone |
| 8) go over | h) continue something until finished |
| 9) head up | i) reduce |
| 10) let down | j) observe a meeting or conversation |
| 11) look into | k) be in charge of |
| 12) look up to | l) examine or explain in detail |
| 13) put off | m) reject |
| 14) put together | n) cancel |
| 15) see through | o) to grovel, continually compliment (derogatory) |
| 16) sit in on | p) succeed in doing something difficult |
| 17) step down | q) to rebuke, tell off, criticize somebody's conduct |
| 18) turn down | r) resign |

LET'S PLAY BINGO!



Phrasal Verbs about Leadership



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Insert the phrasal verbs that fit best into the gaps in the sentences below.

You will need to conjugate them appropriately.

- 1) He is always _____ his boss. He is hoping that he will get promoted by acting that way.
- 2) He told the team that the deadline was for next Friday and that we should not _____ the client _____ and to get the project finished on time.
- 3) Samuel Morse was an American inventor who _____ a way of communicating via the telegraph system that became known as *Morse code*.
- 4) She is well respected by her team. They all _____ her.
- 5) His boss was very angry with him over the mistake. He _____ him _____ in his office for nearly 20 minutes and told him never to let something like that happen again.
- 6) Head office is looking for a new team leader to take over now that Brian has _____.
- 7) We are spending too much money on travel and we need to find a way to _____. So, as from Monday, out-of-town meetings will happen via video conference unless they are very important.
- 8) He started at the bottom in the company but soon _____ and in only 4 years has risen to become regional manager.
- 9) They have _____ the meeting until next Thursday.
- 10) It was an enormous undertaking and we weren't sure that we could _____ it _____ but he did it in the end.
- 11) The boss is _____ new ways that we can expand our services into that market.
- 12) We _____ the meeting when we discovered that three of the attendees were working for the competition.
- 13) The directors _____ our proposal to move the office to an industrial estate. They prefer the office to stay where it is for now.
- 14) She sat down with us and _____ the plans with us until we knew exactly what to do.
- 15) Although he was happy they gave the contract to his company but he had very little time to _____ a team _____ to begin the project.
- 16) He is going to _____ the new department we are currently setting up. He was the best person to put in charge, given his experience.
- 17) It was hard work but she _____ it _____ with her team until the end.
- 18) One of the heads of department will _____ the meeting to make sure that everybody has understood what needs doing.



Phrasal Verbs about Leadership



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Isambard Kingdom Brunel – Engineer

Insert the phrasal verbs that fit best into the gaps in the story below.
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Isambard Kingdom Brunel was born on 9 April 1806 in Portsmouth, England. His father Mark, who Isambard _____ all his life, was a French engineer who had fled France during the revolution. Brunel went to school in England and in France but his application for entry into the famous *École Polytechnique* (French school of engineering) was _____ as he was considered to be a foreigner.

His father was chief engineer on the *Thames Tunnel project* and hired Isambard to help out once he had returned to England. His father _____ the “tunnelling shield” to help build the *Tunnel under the Thames* (now part of the *East London Line* overground network) a revolutionary machine which has remained as the basic design for all tunnelling machines ever since. However, opposition and constant pressure from the chairman of the project’s consortium forced Marc Brunel to _____ as chief engineer.

The Thames Tunnel project ran out of money due to the mismanagement of funds and was therefore _____ until more investment could be found for it. Eventually the money was found and Marc Brunel was instructed to _____ the project as chief engineer once more. This time he was able to _____ the project _____ to its completion. The project was fraught with problems though and, at one point, nearly cost his son his life when it flooded.

In 1829, Isambard Brunel submitted plans to build a bridge over the River Avon in Bristol which were initially rejected, but once he was allowed to _____ the Clifton Bridge Committee’s meeting and _____ the plans in detail with all of the members, they finally accepted his work. Although he never saw the bridge finished in his lifetime, it has become symbolic of his work and was the longest bridge in the world at the time of its completion.

The young Brunel turned his attention to the railways and won the contract to build a network of tunnels, bridges and viaducts for the Great Western Railway which at the time was the longest railway line in the world. He wanted the line as flat as possible and had to _____ different ways of building tunnels and bridges. His designs were truly innovative and led to him _____ the longest tunnel in the world at the time but also constructing the widest brick arch in the world, a record which remains unbeaten to this day.

However, Brunel was a difficult man to work with. Several times the board of directors for the Great Western Railway had to _____ Brunel _____ for exceeding the budget limits. They told him repeatedly to _____ on expenses but their words seemed to fall on deaf ears. But despite the problems of employing a man like Brunel he continued to _____ in his profession and rose to become the country’s number one engineer. He was the first real celebrity engineer in the UK and many prominent Victorians would _____ him at social functions trying to become his friend as his company was always highly desirable for such occasions and events.

It wasn’t all success for Brunel, though. He tried in vain to run a functional version of something known as the “*atmospheric railway*” along a stretch of the Devonshire coast. The project was a total failure and he felt that he had _____ himself _____ by not researching the technology enough. As a result, he _____ his plans to build a more extensive rail network and decided to move into marine engineering and ship-building.

The ‘*Great Western*’, launched in 1837, was the first steamship to provide a transatlantic service. The ‘*Great Britain*’, launched in 1843, was the world’s first iron-hulled, screw propeller-driven, steam-powered passenger liner. The ‘*Great Eastern*’ was by far the biggest ship ever built up to that time and few doubted that he would be able to _____ this project _____. The first launch was _____ as the ship was just too big to slide into the river and a worker was killed during its preparation. Brunel literally worked himself to death trying to complete the project and he died of a stroke on 15 September 1859 just a few days after the *Great Eastern* was finally launched. The Clifton Bridge was finished 5 years after his death and remains a tribute to the UK’s greatest engineer.





Isambard Kingdom Brunel – Engineer

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Atmospheric Railway Project Debate



You work for the Department of Public Works in a Historical Town in the west of England. Plans have been submitted for an updated version of Brunel's Atmospheric Railway in the centre of the town as a tourist attraction. You have already read the plans that have been drawn up, now you need to sit down with other department heads and decide whether or not to approve the plans. Read the personality cards provided and debate according to the personality you have chosen.



Memo

To: Department Heads

From: Ivan Ishoo

Date: 01/09/18

Re: Atmospheric Railway Project

Dear Team,

As you are already aware, plans have been drawn up by one of the council's contractors to emulate Brunel's historic, but ultimately flawed, Atmospheric Railway. All of you should have had ample time to look the designs over by now and come to a conclusion as to whether the project is feasible or not in terms of finance and practicality. A summary of the plans has been attached to this email for you to peruse at your leisure. Please ponder the content of the plan and prepare an assessment of it which we can then discuss in length at the next meeting. Each of you is expected to give a brief appraisal of the plans during the meeting before the main debate. If any of you have suggestions for improving the design, please speak your mind.

Remember that we are under extreme financial limitations and if it is necessary to axe the project then it is better done now before any more money is spent.

Warmest regards

Ivan Ishoo

Connect each of the words on the left with its definition on the right.

- | | |
|--------------------|------------------------------|
| 1. drawn up | a. read |
| 2. emulate | b. eliminate |
| 3. flawed | c. copy, reproduce in homage |
| 4. look over | d. prepared or produced |
| 5. peruse | e. think about |
| 6. at your leisure | f. defective |
| 7. ponder | g. examine in detail |
| 8. axe | h. when it is convenient |



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Phrasal Verbs about Leadership



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- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.

**IN PAIRS CREATE A GAP-FILL EXERCISE FOR THE 18 PHRASAL
VERBS IN THE BOX AT THE TOP OF THE PAGE.**

Construction Debate – Personality Cards

You are a code enforcement officer for the department of public works. You are not so sure about the plans and suspect that they may violate several local bylaws. In your opinion, the plans don't offer enough information for it to be possible to approve planning permission just yet. There could well be safety concerns which the plans are very vague on.

You are a town engineer and have seen the plans and love them. You were inspired by Brunel as a child and think his original idea was pure genius that was constrained by the technology of the time. You think that a project like this in the town will help attract much needed tourists and businesses as well as paying a deserved tribute to Brunel.

You are a town engineer and have already seen the plans and dislike them. You think Brunel was a dangerous maniac and that his contribution to engineering is overrated. You think the project would be impractical and costly. However, you can see benefits if the project was to aim at using only renewable energy.

You are a logistics officer for the local council and have already seen the plans. You regard them as rather well thought out and can see that the construction will be a remarkably simple process. On the plus side it is obvious to you that this form of transport will also be quite eco-friendly if done right. In your opinion, the council should be planning more eco-friendly transport projects.

You are a planning officer for the town council and have already seen the plans. You are also a member of the town's heritage committee and are horrified by the idea of building something like this in the centre. In your opinion, this project will turn the town centre into an eyesore and possibly damage historic buildings.

You are a public services officer for the council and have already seen the plans that have been submitted. As far as you are concerned the plans for the town centre are fantastic. You are convinced that this new project will add some character to the town centre and it goes without saying that this will attract more business and visitors which will generate much needed revenue in the area.

You are a town planning officer and have already seen the plans and dislike them intensely. You recently visited a city in the south of China with a similar form of transport in the centre. You travelled on it one day and there was an accident. You think it is dangerous. You are completely against any such plans for a similar project in your town.

You are an urban development officer and are also married to the engineer that designed the updated railway that is being planned for the town centre. In fact, it was you that suggested that the design should be based on Brunel's original plans. You strongly believe that his atmospheric railway could have revolutionised public transport.

CHOOSE ONE OF THE PERSONALITY CARDS ABOVE AND THEN USE THIS AS YOUR MOTIVATION DURING THE ROLE-PLAY.

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Phrasal Verbs with Down: Bingo Game

Cut out and place the definition slips in a cup or envelope. Cut out the bingo cards and give to the students. Take a definition slip from the cup one at a time and read the definition. Students tick off the corresponding phrasal verbs. Once a student has crossed out 5 words on a card they shout "bingo" and the round starts again with fresh cards. Repeat the process 3 times.

Definition Slips

bring off = to succeed in doing something difficult	call off = To cancel	come up with = to invent, think of and produce	cut down = to reduce	dress down = to rebuke, criticize somebody's conduct
fawn over = to grovel, continually compliment (derogatory)	get ahead = succeed, do well	go over = to examine or explain in detail	head up = to be in charge of	let down = to disappoint
look into = to investigate	look up to = to admire and respect	put off = to postpone	put together = to assemble or build	see through = to continue something until finished
sit in on = to observe a meeting or conversation	step down = to resign from a position of responsibility	turn down = to reject		

Bingo Cards

bring off		come up with
	call off	
step down		turn down

see through		go over
	get ahead	
put together		put off

look into		step down
	turn down	
see through		call off

go over		put together
	bring off	
call off		turn down

turn down		come up with
	dress down	
get ahead		look into

call off		look into
	put together	
turn down		look up to

fawn over		dress down
	come up with	
look into		head up

sit in on		call off
	bring off	
fawn over		let down

Bingo Cards

cut down		dress down
	fawn over	
sit in on		see through

look into		let down
	head up	
look up to		bring off

put together		head up
	see through	
put off		bring off

cut down		bring off
	call off	
look into		put off

go over		step down
	look into	
see through		come up with

cut down		get ahead
	step down	
call off		see through

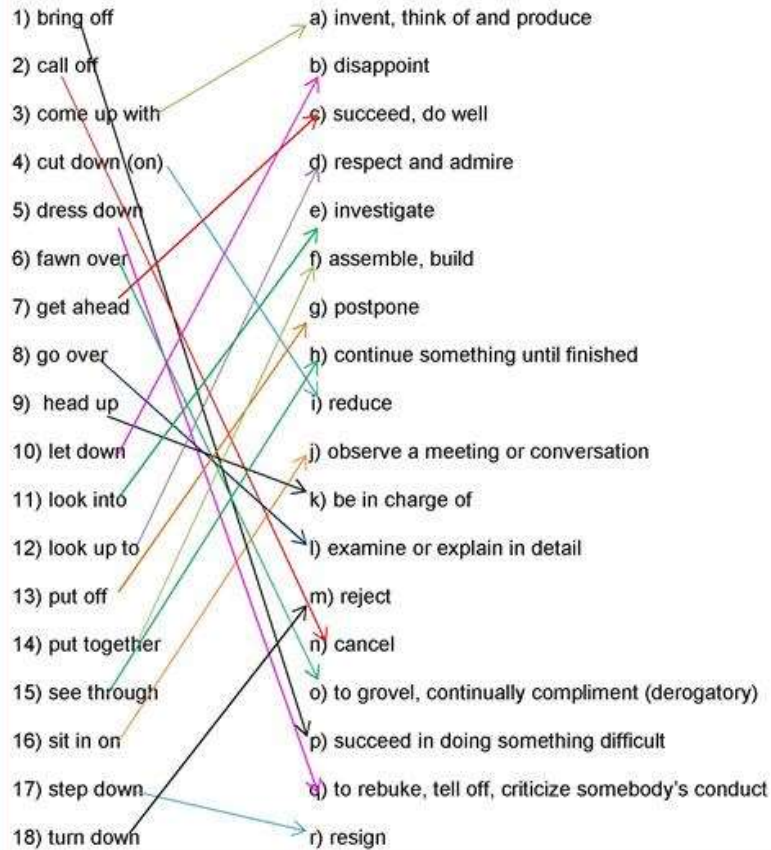
come up with		sit in on
	fawn over	
step down		put off

dress down		put together
	step down	
bring off		sit in on

Answers

Phrasal Verb Mix and Match

Connect each of the phrasal verbs below with the correct definition.



Answers

- 1) = p)
- 2) = n)
- 3) = a)
- 4) = i)
- 5) = q)
- 6) = o)
- 7) = c)
- 8) = l)
- 9) = k)
- 10) = b)
- 11) = e)
- 12) = d)
- 13) = g)
- 14) = f)
- 15) = h)
- 16) = j)
- 17) = r)
- 18) = m)

Answers

- 1) He is always **fawning over** his boss. He is hoping that he will get promoted by acting that way.
- 2) He told the team that the deadline was for next Friday and that we should not **let** the client **down** and to get the project finished on time.
- 3) Samuel Morse was an American inventor who **came up with** a way of communicating via the telegraph system that became known as *Morse code*.
- 4) She is well respected by her team. They all **look up to** her.
- 5) His boss was very angry with him over the mistake. He **dressed** him **down** in his office for nearly 20 minutes and told him never to let something like that happen again.
- 6) Head office is looking for a new team leader to take over now that Brian has **stepped down**.
- 7) We are spending too much money on travel and we need to find a way to **cut down**. So, as from Monday, out-of-town meetings will happen via video conference unless they are very important.
- 8) He started at the bottom in the company but soon **got ahead** and in only 4 years has risen to become regional manager.
- 9) They have **put off** the meeting until next Thursday.
- 10) It was an enormous undertaking and we weren't sure that we could **bring it off** but he did it in the end.
- 11) The boss is **looking into** new ways that we can expand our services into that market.
- 12) We **called off** the meeting when we discovered that three of the attendees were working for the competition.
- 13) The directors **turned down** our proposal to move the office to an industrial estate. They prefer the office to stay where it is for now.
- 14) She sat down with us and **went over** the plans with us until we knew exactly what to do.
- 15) Although he was happy they gave the contract to his company but he had very little time to **put a team together** to begin the project.
- 16) He is going to **head up** the new department we are currently setting up. He was the best person to put in charge, given his experience.
- 17) It was hard work but she **saw it through** with her team until the end.
- 18) One of the heads of department will **sit in on** the meeting to make sure that everybody has understood what needs doing.

Psychopathic Traits:



What Successful Presidents Have in Common

1. Introductory questions

1. Would you like to be the president of your country?
2. What is your country's president like?
3. Is he/she a good president? Why or why not?
4. How would you describe a good president?
5. Are there any bad traits¹ that would be good or useful for a president to have?

2. Context clues

1. "I wish he would wear his helmet when he went riding on his bicycle," the mother complained. "Teenagers can be so **reckless**."
 - a. Act angrily
 - b. Act dangerously
 - c. Act crazily
2. Living overseas presents people with a lot of **challenges**, like learning new language and meeting new people.
 - a. Difficult problems
 - b. Exciting activities
 - c. Difficult championships
3. The new girl in class, Diana, is so **timid**. She's hardly said a word to anyone.
 - a. Tidy
 - b. Friendly
 - c. Shy

3. The main idea

After reading the section heading, article category, and article title; tell your partner what you think this article will discuss.



¹ **Trait:** a quality that makes one person or thing different from another

• Humility is an admirable trait. [=quality] • This dog breed has a number of desirable traits. • feminine/masculine traits • inherited and acquired traits

Psychopathic² Traits: What Successful Presidents Have in Common³

4. The article



Psychopathic Traits: What Successful Presidents Have in Common

By Maia Szalavitz

Presidential success is linked with fearless **dominance**, a psychopathic trait of **boldness** that can sometimes turn **reckless**

Political partisans **delight in** labeling opposition leaders as **malign** or even psychopathic — but it turns out that U.S. presidents with high levels of certain psychopathic traits may actually do better on the job, no matter what their party **affiliation**, according to new research.

The study, which was based on presidential performance **ratings** and personality **assessments** by hundreds of historians and biographers in several different **surveys**, found that one psychopathic characteristic in particular was linked to success in presidency: fearless dominance.

“An easy way to think about it is as a combination of **physical** and **social** fearlessness,” says Scott Lilienfeld, lead author of the study and professor of psychology at Emory University. “People high in boldness don’t have a lot of **apprehension** about either

Partisans: a person who strongly supports a particular leader, group, or cause

- a partisan [=supporter] of affirmative action
- political partisans who only see one side of the problem

Label: to name or describe (someone or something) in a specified way : to give a label to (someone or something)

- Many people have unfairly labeled him (as) “selfish.”

It turns out: to happen; to end

² Psychopath: a person who is mentally ill, who does not care about other people, and who is usually dangerous or violent • a murderous psychopath

³ Have in common: all have, share

Answers

Isambard Kingdom Brunel – Engineer

Isambard Kingdom Brunel was born on 9 April 1806 in Portsmouth, England. His father Mark, who Isambard **looked up to** all his life, was a French engineer who had fled France during the revolution. Brunel went to school in England and in France but his application for entry into the famous *École Polytechnique* (French school of engineering) was **turned down** as he was considered to be a foreigner.

His father was chief engineer on the *Thames Tunnel project* and hired Isambard to help out once he had returned to England. His father **came up with** the “tunnelling shield” to help build the *Tunnel under the Thames* (now part of the *East London Line* overground network) a revolutionary machine which has remained as the basic design for all tunnelling machines ever since. However, opposition and constant pressure from the chairman of the project’s consortium forced Marc Brunel to **step down** as chief engineer.

The Thames Tunnel project ran out of money due to the mismanagement of funds and was therefore **put off** until more investment could be found for it. Eventually the money was found and Marc Brunel was instructed to **head up** the project as chief engineer once more. This time he was able to **see** the project **through** to its completion. The project was fraught with problems though and, at one point, nearly cost his son his life when it flooded.

In 1829, Isambard Brunel submitted plans to build a bridge over the River Avon in Bristol which were initially rejected, but once he was allowed to **sit in on** the Clifton Bridge Committee’s meeting and **go over** the plans in detail with all of the members, they finally accepted his work. Although he never saw the bridge finished in his lifetime, it has become symbolic of his work and was the longest bridge in the world at the time of its completion.

The young Brunel turned his attention to the railways and won the contract to build a network of tunnels, bridges and viaducts for the Great Western Railway which at the time was the longest railway line in the world. He wanted the line as flat as possible and had to **look into** different ways of building tunnels and bridges. His designs were truly innovative and led to him **putting together** the longest tunnel in the world at the time but also constructing the widest brick arch in the world, a record which remains unbeaten to this day.

However, Brunel was a difficult man to work with. Several times the board of directors for the Great Western Railway had to **dress Brunel down** for exceeding the budget limits. They told him repeatedly to **cut down** on expenses but their words seemed to fall on deaf ears. But despite the problems of employing a man like Brunel he continued to **get ahead** in his profession and rose to become the country’s number one engineer. He was the first real celebrity engineer in the UK and many prominent Victorians would **fawn over** him at social functions trying to become his friend as his company was always highly desirable for such occasions and events.

It wasn’t all success for Brunel, though. He tried in vain to run a functional version of something known as the “*atmospheric railway*” along a stretch of the Devonshire coast. The project was a total failure and he felt that he had **let himself down** by not researching the technology enough. As a result, he **put off** his plans to build a more extensive rail network and decided to move into marine engineering and ship-building.

The ‘*Great Western*’, launched in 1837, was the first steamship to provide a transatlantic service. The ‘*Great Britain*’, launched in 1843, was the world’s first iron-hulled, screw propeller-driven, steam-powered passenger liner. The ‘*Great Eastern*’ was by far the biggest ship ever built up to that time and few doubted that he would be able to **bring this project off**. The first launch was **called off** as the ship was just too big to slide into the river and a worker was killed during its preparation. Brunel literally worked himself to death trying to complete the project and he died of a stroke on 15 September 1859 just a few days after the *Great Eastern* was finally launched. The Clifton Bridge was finished 5 years after his death and remains a tribute to the UK’s greatest engineer.

Debate Memo Answers

- 1) = d)
- 2) = c)
- 3) = f)
- 4) = g)
- 5) = a)
- 6) = h)
- 7) = e)
- 8) = b)

- | | |
|--------------------|------------------------------|
| 1. drawn up | a. read |
| 2. emulate | b. eliminate |
| 3. flawed | c. copy, reproduce in homage |
| 4. look over | d. prepared or produced |
| 5. peruse | e. think about |
| 6. at your leisure | f. defective |
| 7. ponder | g. examine in detail |
| 8. axe | h. when it is convenient |

<p>physical or social things that would scare the rest of us.”</p> <p>He adds, “It’s often a kind of resilience because you don’t show lot of anxiety or frustration in the face of everyday life challenges.” While that sounds like a necessity for dealing with the daily crises that face the White House, from hurricanes to threats from rogue nuclear nations, the same trait in psychopaths is also associated with callousness, indifference to negative consequences and impulsive antisocial behavior.</p> <p><u>It’s not to say</u> that American presidents are full-blown psychopaths — they didn’t rate high in all categories of psychopathic traits. Overall, the study found, presidents tended to be more like psychopaths than the general population in their level of fearless dominance, but they didn’t show a psychopathic excess of impulsive antisocial behavior. Although “some might think presidents are extremely psychopathic,” Lilienfeld says, the combination of traits that make them successful can’t all be characterized as such. “They need to be bold and self confident to be willing to run, but they also have to have an amazing capacity to delay gratification and a lot of impulse control, at least in some domains.”</p> <p>All U.S. presidents from George Washington to George W. Bush were included in the research (there was not yet enough data for President Obama). Researchers had 121 experts use standardized psychological assessment methods to rate the presidents’ personalities, based on their biographical information before they were elected. These evaluations were then compared with ratings of job performance compiled in two surveys of presidential historians: a 2009 C-Span poll of 62 presidential historians and a 2010 Siena College survey of 238 historians.</p> <p><u>Topping the chart</u> in fearless dominance were Teddy Roosevelt and John F. Kennedy, with FDR [Franklin D. Roosevelt], Ronald Reagan and Bill Clinton not far behind. George W. Bush came in 10th on this measure — Rutherford Hayes, Zachary Taylor, Martin Van Buren and Andrew Jackson were also in the top 10 — illustrating that fearless dominance isn’t always associated with positive decision-making, or success.</p> <p>Indeed, it’s <u>a double-edged sword</u>: if your boldness allows you to ignore both your own fears and the concerns of others, it can be easy to veer off into recklessness, dismissing important problems that should rightly grab your attention. A recent New York Times op-ed on George W. Bush’s refusal to heed early warnings from the CIA about Osama bin Laden’s planned attacks on America suggests as much.</p> <p>Of course, circumstance and luck can also <u>play a large role</u> in whether a decision is later seen as courageous or psychopathic — and in whether a presidency is considered a success or a failure. “Probably the biggest determinant of presidential success is luck,” says Lilienfeld. Interestingly, however, at least one of the surveys included in the study suggests that fearless</p>	<p>up; to result</p> <p><u>Biographer</u>: a person who writes a story about a real person’s life</p> <p><u>Linked to</u>: connected to, related to, happen together</p> <p><u>Lead</u>: the main writer, the leader</p> <p><u>In the face of</u>: despite something She left home in the face of strong opposition from her parents.</p> <p><u>Deal</u>: to accept or try to accept (something that is true and cannot be changed) : to control your feelings about (something) • She’s still trying to deal with his death. • I’m still dealing with the fact that we lost the game. • The weather is bad, but we’ll just have to deal with it.</p> <p><u>Antisocial</u>: violent or harmful to people • Crime is antisocial. • antisocial tendencies/attitudes/behavior</p> <p><u>It’s not to say</u>: I am not saying that...</p> <p><u>Self confident</u>: having or showing confidence in yourself and your abilities • a quietly self-confident man • She has a self-confident look about her.</p> <p><u>Gratification</u>: feeling happy or satisfied • He’s only concerned with selfish gratification of his own desires. [count] • Her life now offers few gratifications. [=few sources of satisfaction or pleasure]</p> <p><u>Domain</u>: an area of knowledge or activity • My sister is the math expert in the family, but literature is my domain. • Childcare is no longer solely a female domain. — often + of • Federal crimes are outside the domain of city police.</p>
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<p>types can influence their own luck: ratings of presidential luck were also linked with individuals' degree of fearless dominance.</p> <p>Lilienfeld cautions that his study can't determine when a president's fearless dominance <u>crosses the line</u> from confident courage to recklessness: there wasn't enough data to determine whether extremely high levels of fearless dominance may be counterproductive, though it seems intuitively likely. He also notes that the overall effect of such boldness on performance was small: there are numerous factors that go into the making of a president, and this was only one.</p> <p>Moreover, bold leadership isn't just a quality found in psychopaths — or presidents. Everyone falls somewhere along the scale, from timid to bold, from follower to leader. And psychopathic traits like fearless dominance — or others like impulsivity, callousness and dishonesty — also appear in <u>varying degrees</u> in the general population. "I think the evidence increasingly points in the direction that these traits are on a continuum like height and weight: they are things all of us have <u>to some degree</u>. It's probably not all or none," Lilienfeld says. Shadings of potential pathology are found in everyone.</p> <p>For those who rate high in both the psychopathic traits of boldness and impulsive, antisocial behavior, however, it's likely that the balance between these two qualities could <u>make the difference</u> between whether they become a violent criminal or a (shady but) wealthy business leader.</p> <p>"My mentor, David Lykken, argued that psychopaths and heroes are 'twigs off of the same branch.' It may be that the fearless dominance or boldness that sometimes <u>gives rise</u> to psychopathy might also sometimes give rise to heroism," says Lilienfeld.</p> <p>The research was published in the <i>Journal of Personality and Social Psychology</i>.</p>	<p><u>Topping the chart</u>: the top of the chart: information in the form of a table, diagram, etc.</p> <ul style="list-style-type: none"> • a chart showing the number of cars sold each month <p><u>A double-edged sword</u>: something that has or can have both favorable (good) and unfavorable (bad) consequences</p> <p><u>Veer off</u>: to change direction in a bad way</p> <p><u>Heed</u>: to pay attention to (advice, a warning, etc.)</p> <ul style="list-style-type: none"> • She failed to heed the warnings. <p><u>Play a large role</u>: it is an important part of something</p> <p><u>Crosses the line</u>: to go beyond what is proper or acceptable</p> <ul style="list-style-type: none"> • Her criticism crossed the line from helpful to just plain hurtful. <p><u>Varying degrees</u>: changing amounts</p> <p><u>To some degree</u>: not completely but partly</p> <ul style="list-style-type: none"> • To some degree, they're right.
<p><u>Make the difference</u>: That's what makes these two things different</p>	<p><u>Give rise</u>: To cause or produce (something)</p> <ul style="list-style-type: none"> • His strange behavior gave rise to rumors about his health. • The recent increase in prices has given rise to concerns about inflation.

5. Vocabulary

1. **Dominant** more important, powerful, or successful than most or all others • The university has/plays a dominant [=major] role in the local economy.
2. **Bold** not afraid of danger or difficult situations • The area was settled by bold [=brave, courageous] pioneers. • Few politicians have been bold enough to oppose the plan to cut taxes.
3. **Reckless** not showing proper concern about the possible bad results of your actions • He is a wild and reckless young man. • She has gotten two tickets for reckless driving. [=driving a car in a dangerous manner] • He showed a reckless disregard for the safety of others. • He spends money with reckless abandon.
4. **Delight** in (something) to be very happy because of (something) : to enjoy (something) very much • I walked slowly, delighting in the crisp autumn air. • He delights in meeting new people.
5. **Malign** causing or intended to cause harm • He has used his power for malign [=malevolent] purposes.
6. **Affiliation** the state of belonging to a particular religious or political group — usually plural • They agreed not to discuss their political affiliations.
7. **Rating** a measurement of how good, difficult, efficient, etc., something or someone is • The President's approval rating is lower than it was a month ago. [=fewer people approve of the President this month]
8. **Assessment** the act of making a judgment about something : the act of assessing something [count] • The book is a careful assessment [=appraisal, evaluation] of the president's achievements.
9. **Survey** an activity in which many people are asked a question or a series of questions in order to gather information about what most people do or think about something : poll • The survey found/revealed some surprising tendencies among the population.
10. **Physical** relating to the body of a person instead of the mind • physical abuse • The program is designed to address both physical and emotional health.
11. **Social** of or relating to people or society in general • social institutions like marriage and family • Health care is a major social issue.
12. **Apprehension** fear that something bad or unpleasant is going to happen : a feeling of being worried about the future [noncount] • The thought of moving to a new city fills me with apprehension.
13. **Resilience** the ability to become strong, healthy, or successful again after something bad happens • The rescue workers showed remarkable resilience in dealing with the difficult conditions.
14. **Frustration** a feeling of anger or annoyance caused by being unable to do something : the state of being frustrated • He shook his head in frustration.
15. **Challenge** a difficult task or problem : something that is hard to do [count] • The next major challenge for the company is to improve its distribution capabilities.
16. **Necessity** something that you must have or do : something that is necessary • Sunscreen is an absolute necessity for the beach. • food, clothes, and other basic necessities • Getting plenty of rest is a necessity.
17. **Crisis** a difficult or dangerous situation that needs serious attention [count] • the AIDS crisis • She was dealing with a family crisis at the time.
18. **Rogue** used to describe something or someone that is different from others in usually a dangerous or harmful way • A rogue wave flipped the boat over.

19. **Callous** disapproving : not feeling or showing any concern about the problems or suffering of other people • a selfish and callous young man
20. **Indifference** lack of interest in or concern about something : an indifferent attitude or feeling [noncount] • She was amazed that some people could watch the trial with indifference.
21. **Consequence** something that happens as a result of a particular action or set of conditions • The slightest error can have serious consequences.
22. **Impulsive** doing things or tending to do things suddenly and without careful thought : acting or tending to act on impulse • She's impulsive and often does things that she later regrets.
23. **Full-blown** having all of the qualities that are associated with a particular thing or type of person : fully developed • a full-blown recession • full-blown AIDS • The movie made him a full-blown star.
24. **Rate** to make a judgment about the quality, ability, or value of (someone or something) • On a scale of 1 to 5, I'd rate the book at/a 4. • Judges rated each song according to a number of criteria.
25. **Tend** used to describe what often happens or what someone often does or is likely to do — followed by to + verb • He tends to slouch. • I have to be careful about what I eat because I tend to gain weight easily.
26. **Excess** an amount that is more than the usual or necessary amount • They were equipped with an excess of provisions.
27. **Extremely** very great in degree • The plant is sensitive to extreme heat and cold.
28. **Characterize** to be a typical feature or quality of (someone or something) • Humor and intelligence characterize [=mark, distinguish] his writing. • Farms and large flat fields characterize most of the area. • the beliefs that characterized Europe in the 15th century — often used as (be) characterized • The disease is characterized by a rise in blood pressure.
29. **Willing** quick to act or respond : doing something or ready to do something without being persuaded • He was a willing participant in the crime.
30. **Run** to be a candidate in an election for a particular office — often + for • She is running [= (Brit) standing] for mayor. — often + against • He is running against her in the upcoming election.
31. **Capacity** the ability to do something : a mental, emotional, or physical ability [noncount] • Some species of birds do not have the capacity [=ability] to fly. • Does he have the capacity to handle this job?
32. **Delay** to wait until later to do something : to make something happen later [+ obj] • The doctor wants to delay surgery for a few weeks.
33. **Impulse** a sudden strong desire to do something • He has to learn to control his impulses.
34. **Standardize** to change (things) so that they are similar and consistent and agree with rules about what is proper and acceptable • He standardized procedures for the industry. • standardized tests
35. **Biographical** relating to or telling the story of a real person's life • biographical information • a biographical essay
36. **Compile** to create (a CD, book, list, etc.) by gathering things (such as songs or pieces of writing or information) • He compiled a book of poems. • She compiled a list of names.

3. Do you think you'd be good at being a president? Why or why not?
4. What other traits would help make a president good?
5. What job do you want to have in the future? What traits would help you do well?



7. Scanning

1. Who was the lead author of the study that this article is about?

.....

.....

2. Where did the information that this study used come from?

.....

.....

3. What did this study find?

.....

.....

4. How are presidents and psychopaths different⁴?

⁴ Hint: What characteristic do presidents not share with psychopaths?

37. **Illustrate** to be proof or evidence of (something) • These recent events illustrate [=show, demonstrate] the need for change in the country.
38. **Concern** a feeling of worry usually shared by many people [noncount] • They have expressed/voiced concern about the cost of the project.
39. **Dismiss** to decide not to think about or consider (something or someone) • We dismissed his accusations.
40. **Grab** to get the attention or interest of (someone or something) • The store had a lot of nice stuff, but nothing really grabbed me.
41. **Refusal** an act of saying or showing that you will not do, give, or accept something : an act of refusing • My request for more money was met with a flat/firm refusal.
42. **Circumstance** a condition or fact that affects a situation • I can't imagine a circumstance in/under which I would do that. — usually plural • If our business is to survive, we must be able to adapt to changing circumstances. • It is impossible under these circumstances to meet our deadline.
43. **Determinant** a thing that controls or influences what happens — often + of • Level of education is often a determinant of income.
44. **Caution** to warn or tell (someone) about a possible danger, problem, etc. [+ obj] • She cautioned me not to decide too quickly. = She cautioned (me) that I shouldn't decide too quickly.
45. **Intuitive** having the ability to know or understand things without any proof or evidence : having or characterized by intuition • She has an intuitive mind • an intuitive person
46. **Numerous** existing in large numbers • They had numerous [=many] friends. • She decided to leave for numerous reasons.
47. **Scale** a device that is used for weighing people or things [count] • (US) a bathroom scale [plural] • (Brit) He stepped onto the bathroom scales.
48. **Timid** feeling or showing a lack of courage or confidence • She's very timid and shy when meeting strangers. • He gave her a timid smile.
49. **Point** to show (someone) which direction to travel in order to reach a particular place : to direct (someone) toward something • She pointed him to the school's library. • Could you point me in the direction of the train station? • If you just point me in the general direction, I think I can find it.
50. **Continuum** a range or series of things that are slightly different from each other and that exist between two different possibilities • His motives for volunteering lie somewhere on the continuum between charitable and self-serving. • a continuum of temperatures ranging from very cold to very hot
51. **Mentor** someone who teaches or gives help and advice to a less experienced and often younger person • After college, her professor became her close friend and mentor. • He needed a mentor to teach him about the world of politics. • We volunteer as mentors to/of disadvantaged children. • young boys in need of mentors
52. **Twig** a small branch of a tree or bush • We should gather up small twigs for the campfire.
53. **Publish** to include (an article, letter, photograph, etc.) in a magazine or newspaper • The magazine published two of my stories.

6. What's your opinion?

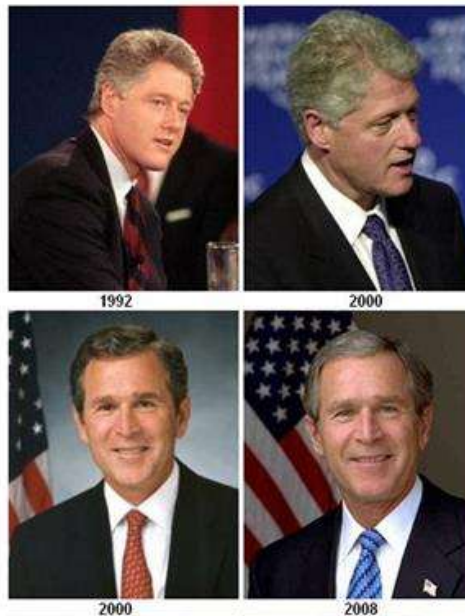
1. Do you have any questions about this article?
2. After reading this, what kinds of people would be good at being president?

5. What two things also play a large role in determining whether a president will be considered a success?

8. Being a President

- With your partner, think of a difficult decision a president may face.

- Share this situation with another group.
- With your problem scenario⁵, think about what qualities make a good president.
- Now decide what you would do if you were a president and faced with this situation.



⁵ Scenario: a description of what could possibly happen • A possible scenario would be we move to the city.

9. Tricky Parts

- With a partner, discuss what you think the following mean.

1. "Shadings of potential pathology are found in everyone."

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2. "For those who rate high in both the psychopathic traits of boldness and impulsive, antisocial behavior, however, it's likely that the balance between these two qualities could make the difference between whether they become a violent criminal or a (shady but) wealthy business leader."

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- Now work together and decide: Do you agree with these statements? Why or why not?

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General suggestions	

TED Talk: Why good leaders make you feel safe | Simon Sinek

1. What does the military reward people for?
2. What do businesses reward people for?
3. What creates remarkable people?
4. What are the keys to getting people to behave remarkably?
5. What are the complications with these concepts?
6. What is a circle of safety?
7. What are the benefits of it?
8. What is the idea behind it?
9. Why is the leader so important?
10. What weakens an organisation?
11. What strengthens an organisation?
12. What do great leaders want for people?
13. What's the connection between family and work organisations?
14. What do great leaders sacrifice for what?
15. What's the Furlow programme and why was it implemented?
16. How did Bob increase morale and save double the amount he needed to?
17. What's the difference between a leader and an authority?
18. Define a leader...
19. What's the natural response to a leader?
20. What's the key phrase....



WHO IS THE BEST FOR THE JOB?



Warm-up discussion:

What do you know about the leaders in the photographs above?

What did they achieve in their time?

Are there any of the above leaders you admire? Why?

Are there any that you dislike? Why?

If you could add 2 more leaders to the pictures above, who would they be?

Do you think being a great leader is a natural ability or can be learned?

Are women better leaders than men?

Can you think of a time a leader failed? What happened?

BIG TOP TOYS has just announced that is looking for a new CEO. The toy company was only founded 5 years ago and it seems to be in a bit of financial difficulty so it is looking for a dynamic new leader to set it in the right direction.

Company background:

At the moment there are only 50 stores in the United Kingdom but the company is looking to expand into other countries. The last CEO tried to set up a store in Dubai but it fell through and the company lost quite a lot of money. Big Top Toys is now looking at France, Italy and Canada to expand overseas.

Big Top Toys sells toys for all ages up to about 16 years old for both genders. They hold huge stocks of Barbies and other dolls for the girls and a huge collection of Lego for the boys. They don't stock much sports equipment or video games. Their focus is really on relaxed playing, with your own hands at home.

Candidate requirements:

For the job

- increase revenue
- open a new store overseas
- motivate staff
- develop a deeper customer relationship

For the person

- enthusiastic
- strong interest in the toy industry
- proven track record in previous positions
- able to work with people from different cultural backgrounds
- outstanding communication skills

You are going to interview people for the next top position at Big Top Toys. There are 4 candidates who have made it through to the final round of interviews.

You need to review each curriculum vitae (resume) and draw up a list of pros and cons for each one and then decide who will become the future leader of the company.

	PRO	CON
Glenn Roberts		
Rachel Rogers		
Donald McKenzie		
Gabriella Cassano		

THE CANDIDATES

Name: Glenn Roberts

Age: 27

Marital Status: Single

Education: Harvard University, Risk Management (MBA)

Experience: 3 years experience at a Starbucks as Marketing Director

Personal Skills: Confident, punctual, very sure of his own opinions.

Recent Achievements: Launched a new kind of Starbucks coffee worldwide.

Comments: He is unhappy at his current job. Says he needs a challenge and a change to a different type of business.

Name: Rachel Rogers

Age: 32

Marital Status: Married, with 2 children

Education: Edinburgh University, BSc in Business Administration.

Experience: 4 years as Sales Manager for a clothing company and 2 years experience as Regional Manager of a children's charity.

Personal Skills: Good personal skills, believes women are better than men at understanding peoples' problems.

Recent Achievements: Organized a charity music event between multiple charities and raised over 100,000 pounds.

Comments: She likes parties and dancing. She has travelled to lots of countries.

Name: Donald McKenzie

Age: 45

Marital Status: Married, with 3 children

Education: High school only.

Experience: 15 years in the British Army. 2 years as a toy manufacturing entrepreneur. Self-employed.

Personal Skills: Punctual, believes in sticking by the rules, very creative.

Recent Achievements: He launched his own line of interactive teddy dogs, iRover.

Comments: Sharp temper and a dislike for timewasters.

Name: Gabriella Cassano

Age: 35

Marital Status: Married, no children

Education: SDA Bocconi School of Management, Business Relations (MBA)

Experience: 7 years Advertising Manager for Walmart. 3 years International Advertising Manager Toys R Us.

Personal Skills: Speaks Spanish, Italian and English.

Recent Achievements:

Comments: Has spent the last year off work for personal reasons.

Teachers notes:

This class can be run as a straight forward lesson as is. Another way is the teacher can be the interviewer and let the students role play as the candidates. Or the teacher can role play the different candidates and the students can do a panel interview. They all work well.

References

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