

1 CHARACTER

READING 1	Previewing a text
READING 2	Identifying main ideas
STUDY SKILL	Introduction to study skills
VOCABULARY	Personal qualities
GRAMMAR	Using the simple present tense to talk about regular actions and habits
WRITING	Writing descriptive sentences about leadership qualities

Warm-up

Find some pictures from the internet of 5–10 leaders and put them on the walls, or display them on your whiteboard / screen. They could include some well-known leaders from the worlds of politics and business, as well as some less obvious leaders (e.g. a teacher, a sports team captain, a TV star). Elicit from the class what they have in common (i.e. that they're all leaders). Students then discuss in pairs what they know about each person and their leadership style. They should focus especially on differences in leadership style between the various people. Open up the discussion at the end to include the whole class.

Discussion point

Use questions to check that everyone understands all the words in the quotes, especially *to command* (e.g. *In what jobs do people command other people?*), *obeyed* (e.g. *Do you always obey your parents when they tell you to do something?*), and *a dealer* (e.g. *What does a car dealer buy and sell?*). Students then work in pairs to discuss the meaning of the quotes and answer the three questions. Then, open up the discussion to include the whole class.

Extension activity

Elicit from the class what they know / can guess about the people who made the quotes. (**Possible answers:** Aristotle (384–332 BCE) was a Greek philosopher and scientist; Thomas Fuller (1608–1661) was an English historian; Napoleon Bonaparte (1769–1821) was a French military and political leader; Lao Tzu was an ancient Chinese writer and philosopher, and the founder of Taoism; Muriel Strode (1875–1930) was an American poet and writer; Tacitus (56–120) was a senator and historian of the Roman Empire.)

You could also expand the discussion by focusing on specific quotes. (e.g. *How can you lead through hope? How can you be a leader if people barely know you exist? Do you know any leaders with great reason and judgment?*)

VIDEO

Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Discuss the meanings as a class. Then, ask students to complete the Before you watch section. Monitor and provide feedback as a class.

While you watch

Ask students to watch the video and complete the exercise. Play the video again so that students can check their answers. Give feedback as a class.

ANSWERS

1 c 2 b 3 a 4 a

See page 102 for the video script.

After you watch

Put students into pairs or groups. Encourage them to use what they have learned in the video and the example answers to answer the questions. Give feedback as a class.

READING 1

Are you a natural leader?

A Vocabulary preview

- 1 Students work alone to complete the sentences, using dictionaries if they have them. They check in pairs. Students can also complete the Vocabulary preview as homework before class.

ANSWERS

1 perfect 2 organized 3 confident 4 honest
5 manage 6 succeed 7 respect 8 push yourself

Extension activity

Use these questions with the class to generate some additional discussion using the target vocabulary:

- 1 What would you do on your **perfect** day?
- 2 What do you do to stay **organized**?
- 3 How can you look more **confident** when you meet new people?
- 4 Is it always best to be completely **honest** with people?
- 5 What is the key to **managing** other people?
- 6 Is it better to **succeed** all the time? Or do we learn more when we fail?
- 7 What sort of people do you **respect** the most?
- 8 What can happen if you **push yourself** too hard?

B Before you read

- 1 Check that everyone understands the words, especially *bold* (= brave, not afraid to take risks) and *calm* (= relaxed, not stressed). You could brainstorm a list of ideas and write them on the board to get students started. Students then work in pairs to describe their chosen leader. When they are ready, ask volunteers to report back to the class.

Previewing a text

Students close their books. Elicit from the class what they think *previewing a text* might mean. (**Possible answer:** Looking at it before reading it) and why it might be useful. (**Possible answer:** It makes the reading easier, because you already know what to expect.) Students look at the information in the box to compare it with their ideas. Use the text on pages 15–16 to check quickly that everyone understands the meaning of *title*, *headings*, *pictures*, *captions*, and *design*.

Exam skills

Elicit from the class why previewing a text is especially important in exams like IELTS and TOEFL, compared to everyday life. (**Possible answer:** In everyday life, you usually choose what to read. For example, you might read an article because the title looks interesting, somebody recommended it, or because you often read similar texts. You usually know something about the text before you start reading it, so it's easy to read and understand it. In an exam, however, you don't choose which texts to read. You don't know what they're about or where they come from, so it can be much harder to understand them. Previewing helps you to predict what the text will say. You can then read to check your predictions.)

- 2 Students work alone to complete the task. Make sure they know not to read the text yet. They check in pairs and report back to the class.

ANSWERS

short and interesting / a business magazine

C Global reading

Elicit from the class how long it will take them to read the text quickly (**Possible answer:** about two minutes). Then, tell them to add the headings to the text within this time limit. They check in pairs and report back to the class.

ANSWERS

B Problems and ideas **C** Managing others
D Working with people

D Close reading

- 1 Check that everyone understands the following words from the text: *to bother somebody* (= to make somebody stressed / worried), *to be in charge* (= to be the leader / boss), *to participate in something* (= to be a part of something), and *a people person* (= a person who likes working with other people). Students work alone to check the sentences and calculate their results. Students discuss the statements and their results in pairs. After a few minutes, open up the discussion to include the whole class.
- 2 Students work alone to match the sentences. They check in pairs and report back to the class.

ANSWERS

a 1 **b** 4 **c** 9 **d** 10 **e** 19 **f** 20

- 3 Check that everyone understands the word *opposite*. Students work alone to find the opposite statements. They discuss their answers in pairs and report back to the class.

ANSWERS

a 4 **b** 6 **c** 17 **d** 8 **e** 15 **f** 13

E Critical thinking

The first question focuses on the critical thinking skill of relating abstract information (in this case, the 20 statements) to real-life examples (in this case, a real person). It also reminds us that people can't be categorized neatly with labels like "leader" and "follower," etc., because not all natural leaders will meet all the criteria. The second question involves the skill of avoiding traps: students shouldn't simply make the 20 statements negative. Some bad leaders might share many features with good leaders (e.g. statements 11, 15, and 18). There are many ways of being a bad leader, but only a few ways of being a good leader. Again, the question reminds us that we can't categorize people easily.

Students discuss the questions in small groups. When they are ready, ask volunteers to report back to the class.

STUDY SKILLS

Introduction to study skills

Students close their books. Write the phrase *study skills* on the board. Elicit from the class what it might mean. (**Possible answer:** Things we can do to be more successful in our studies.) Elicit from the class at least ten examples of study skills, and write them on the board. For example:

- Don't try to study while doing other things (e.g. watching TV or listening to music).
- Always bring at least two pens and lots of paper to take notes in lectures.
- Discuss your notes with a friend after each lecture.
- Take a break (e.g. to do some physical exercise) instead of working for too long.
- Keep all your notes in files and folders.
- Do take-home tasks as soon as you can—not at the last minute.
- Go to the library (or another quiet place) rather than studying at home.
- Turn off your phone / email / social media so you don't get distracted while studying.
- Plan carefully before you start writing.
- Be ready to work with all the other students in your group, not just your friends.

Tell students that we can divide study skills into four groups. Write the letters A, P, T, and S on the board. Elicit from the class what the four groups of study skills might be. Then, tell students to read the information in the box to check. (**Answers:** Academic skills; People skills; Task-management skills; Self-management skills.) Elicit which skills from the board might go in which group. Some skills may go in more than one group.

Draw attention to the study skills circles diagram. Elicit from the class which skills from the board are about you, "the student." (e.g. *Plan carefully before you start writing.*) Elicit which are about "the learning environment" (e.g. *Discuss your notes with a friend after each lecture.*), and which are about "study skills." (e.g. *Turn off your phone / email / social media so you don't get distracted while studying.*) Again, some skills might go in more than one group.

- 1 Students work alone to match the skills and examples. They check in pairs and report back to the class.

ANSWERS

1 d 2 c 3 b 4 a

- 2 Students work alone to complete the table, using the ideas from the board and their own ideas.
- 3 Students discuss their ideas in pairs. Encourage them to ask each other questions about their study skills. (e.g. *When do you do that? Why? Does it work?*) When they are ready, ask volunteers to report back to the class.

READING 2

Great leaders and their character

Warm-up

Write the following phrases on the board: *Great leaders are ...; Great leaders aren't ...; Great leaders always ...; Great leaders never ...*. Students work in small groups to think of two or three endings for each sentence. When they are ready, ask volunteers to share their best ideas with the class. Encourage students to challenge each other's ideas. (e.g. *Do you really think so? I disagree.*)

A Vocabulary preview

- 1 Students work alone to complete the sentences, using dictionaries if they have them. They check in pairs and report back to the class. Check pronunciation carefully, especially the stress patterns of *arrogant*, *determined*, *employee*, and *responsible*.

ANSWERS

- | | |
|----------------------|------------------------|
| 1 boss, arrogant | 3 determined, positive |
| 2 responsible, treat | 4 employee, challenge |

Extension activity

Use these questions with the class to generate some additional discussion using the target vocabulary:

- 1 Many **arrogant** people are successful. Do you think they are arrogant because they're successful, or successful because they're arrogant?
- 2 Would you like to be the **boss** of a large company?
- 3 What **challenges** do today's (political / business) leaders face?
- 4 Do you agree that everything is possible if you're **determined** enough?
- 5 Is a leader always the boss, or could the leader be an **employee**?
- 6 When things go badly, is it more important to be **positive** or to be honest?
- 7 Is it better to be **responsible** for everything or nothing?
- 8 Should bosses **treat** their employees as equals? Why / Why not?

B Before you read

- 1 Check that everyone remembers how to preview a text and why it's useful. You may need to remind them that *captions* are descriptions of a picture or diagram, and *quotes* are copies of a person's exact words. Students work alone to circle the things they can see. Check answers with the class.

ANSWERS

a title, pictures, headings, captions

- 2 Students work alone to choose the answer. Make sure they know not to read the text yet. Check quickly with the class. Discuss the clues they used to work out the answer without reading.

ANSWER

b

C Global reading

Identifying main ideas

Elicit from the class what the main ideas in a text might be. (**Possible answer:** The main ideas are the most important parts of the text. If you cut the whole text down to a few lines, you'd just be left with the main ideas. All the examples, explanations, paraphrases, etc., would be cut.) Elicit how to find the main ideas in a text. Tell students to read the information in the box to check.

Exam skills

Elicit from the class why identifying the main ideas is an important skill in exams like IELTS and TOEFL. (**Possible answer:** There may be a question about the main idea of the text. More generally, it's much easier to understand and remember information from a text if you already know what the main ideas are.)

- 1 Students work alone to circle the key words and choose the best summary. Make sure they know not to read the whole text yet. They compare their ideas in pairs and report back to the class.

ANSWER

Sentence d

- 2 Students work alone to match the main ideas with the headings. They check in pairs and report back to the class.

ANSWERS

1 e 2 c 3 a 4 d

D Close reading

- 1 Tell students to cover the text. Write the nine headings on the board. With the class, read through the five statements. Elicit which part of the text is likely to contain the missing word in statements 1, 2, and 4. (**Possible answers:** 1 They are confident; 2 They are helpful; 4 They are honest.) Students then work alone to read the text quickly to find the missing words in all five statements. They check in pairs and report back to the class.

ANSWERS

- 1 afraid
- 2 leader
- 3 determined
- 4 absolutely essential
- 5 Being positive

- 2 Point out that learners don't need to read the whole text to find the answers—they just need to find the four names in the text. They work alone to match the people / companies with the ideas. They check in pairs.

ANSWERS

- 1 e 2 a 3 d 4 c

Extension activity

Tell students to read the whole text carefully to decide which of the nine statements are true for them personally now—and which ones they still need to learn how to do well. They can also underline any difficult or interesting words or phrases from the text. They then discuss their answers in pairs (as well as helping each other with difficult words and phrases). Open up the discussion to include the whole class. Help with vocabulary problems.

During the reading / pairwork, write one or two key phrases from each paragraph on the board. (e.g. *all shapes and sizes; born that way; new challenges; give comfort to those around them; share that feeling; having a difficult time; an "open-door" rule; have a goal in mind; his share of the blame / credit; not just what they say and do; the way you treat other people; smile, fix the problem, and move forward*) Students then discuss in groups what they remember about each phrase. When they are ready, open up the discussion to include the whole class.

E Critical thinking

The discussion questions in task 1 focus on different critical thinking skills. Question 1 forces students to make a decision and then justify that decision to others. During the discussion, they will have to decide whether to stick with their original decision, or change it based on other people's arguments.

Encourage them to focus on the quality of those arguments during the discussion, not just agreeing with the most persuasive member of the group. The second part of question 2 encourages them to challenge the main assumption of the reading text. (i.e. *All leaders share all these qualities.*) Just because a text states something confidently, it doesn't make it true! The writing questions in task 2 encourage the skill of self-awareness: students have to think about their own qualities.

- 1 Students discuss the two questions in small groups. After a few minutes, open up the discussion to include the whole class.
- 2 Students work alone to write short answers to the two questions, then compare their answers with a partner. When they are ready, ask volunteers to share their ideas with the class.

VOCABULARY DEVELOPMENT

Changing adjectives into nouns

Students close their books. Write the words *honest, stupid, able, kind, happy, excellent, and important* on the board. Check that everyone understands all the words (or see the **Extension activity** below Exercise 1). Elicit from the class what type of words they are (**Answer:** adjectives). Ask if anyone knows how to turn any of the adjectives from the board (e.g. *happy*) into nouns (e.g. *happiness*). Then, tell students to read the information in the box to check. Elicit the name for endings that change one type of word into another (**Answer:** suffix).

- 1 Students work in pairs to choose the correct suffix, using dictionaries if they have them. When you check with the class, make sure everyone understands all the words.

ANSWERS

- | | |
|----------------|---------------|
| 1 selfishness | 4 reliability |
| 2 intelligence | 5 laziness |
| 3 friendliness | 6 relevance |

Extension activity

Use these questions to check everyone understands all the words from this section.

- 1 Which adjective describes something very good? (**Answer:** *excellent*)
- 2 Which adjective describes a person who doesn't work hard? (**Answer:** *lazy*)
- 3 Which adjective describes a person who always says what they think? (**Answer:** *honest*)
- 4 Which two adjectives describe a person who is nice to other people? (**Answers:** *kind, friendly*)

- 5 Which adjective shows that a person can do something? (**Answer:** *able*)
- 6 Which adjective describes a person who never thinks about other people? (**Answer:** *selfish*)
- 7 Which adjective describes something that is connected to what you're talking about? (**Answer:** *relevant*)
- 8 Which adjective describes someone who always does what they say they will do? (**Answer:** *reliable*)

You could explain that we often use *able* (+ *to do*) as a formal version of *can*. (e.g. *He is not able to talk with you now.* = *He can't talk to you now.*)

- 2 Point out that the missing words all come from the two reading texts. Students work alone to write the adjectives and complete the sentences. They check in pairs and report back to the class. As a follow-up, elicit which text each sentence came from. (**Answer:** Sentence 1 came from Reading 1; the other sentences came from Reading 2.)

ANSWERS

- A arrogant B calm C confident D happy
E honest F responsible
1 confident 2 responsible 3 honest 4 arrogant
5 calm 6 happy

ACADEMIC WORDS

Warm-up

Elicit from the class what *academic words* might be. (**Possible answer:** Words which are more common in academic situations, especially writing, compared to general English.) Tell students to look back at the adjectives from the **Vocabulary** section. Elicit from the class which adjectives we might expect to see in academic writing. (**Possible answers:** *able, excellent, important, intelligent, reliable, relevant, arrogant, confident, honest, responsible*) Elicit which we wouldn't expect to see often in academic writing. (**Possible answers:** *stupid, lazy, selfish*). Then, draw attention to the nouns. Elicit whether nouns like these are more common in academic English or general English. (**Possible answer:** Nouns for abstract concepts (e.g. nouns formed from adjectives) are a very common feature of academic English. In general English, we often express the same ideas using adjectives (e.g. *He's not very confident.* vs. *He lacks confidence.*))

- 1 Students work alone to match the words and definitions, using dictionaries if they have them.

ANSWERS

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

- Students work alone to complete the sentences. They check in pairs and report back to the class. You could check what they know about the people mentioned in the sentences: Stephen Hawking (1942—), a British theoretical physicist and author of popular science books; and Mark Zuckerberg (1984—), the American co-founder and CEO of Facebook.

ANSWERS

1 goal 2 project 3 stress 4 credit 5 research
6 author 7 communication 8 achieve

- Students work alone or in pairs to complete the sentences with their own ideas. They discuss their ideas together in small groups. When they are ready, ask a few volunteers to share their ideas with the class.

Extension activity

Ask if anyone can remember the sentence using the word *credit* in **Reading 2**. (**Answer:** *A good leader is a person who takes a little more than his share of the blame and a little less than his share of the credit.*) Divide the class into teams of three or four. In their teams, they write three or four similar sentences about leadership using some of the other words from this section. (e.g. *Leadership isn't about what you achieve; it's about what you learn while you're trying.*) When they are ready, ask volunteers to read their best sentences to the class. The class votes for the best sentences.

WRITING

Writing model

Warm-up

Students close their books. In the middle of the board, write *Characteristics of a bad leader*. Elicit a few words and phrases using vocabulary from this unit that might describe a bad leader (e.g. *lazy, arrogant, selfish, takes all the credit*), and write them on the board as the beginning of a word web. Students then work in small groups to brainstorm more ideas for the word web. When they are ready, ask volunteers to report back to the class, and add their ideas to the word web on the board.

Tell students to open their books to read the information at the top of the box. Elicit one or two examples of the simple present, and the meaning of capitalization (= using capital letters correctly) and punctuation (e.g. using commas, etc., correctly).

A Analyze

Exam skills

Elicit the meaning of a *brainstorm* (= a technique for generating lots of ideas without worrying whether they're good or bad), and why it's useful in an exam like IELTS and TOEFL. (**Possible answer:** It's a good starting point for writing. Even if you decide later that some of the ideas are bad, it's still useful to think about why they're bad—and the process might help you come up with better ideas.)

Tell students to look at the word web. Elicit what a *word web* is (= a way of collecting lots of ideas, without putting those ideas in order), and why word webs are useful in an exam like IELTS and TOEFL. (**Possible answer:** They help you to brainstorm and to organize your ideas by seeing connections between them. Because the ideas aren't in a particular order, it's easy to add new ideas without running out of space. You can decide later which ideas are good, and put them in order.)

- Discuss the word web with the class. Ask if they know anything about Bono (1960—), the Irish lead singer of the rock band U2.
- Students work in pairs to choose the most important qualities. Ask a few volunteers to share their ideas with the class. Encourage some discussion about whether the qualities are always important for leaders.

B Model

- Point out that the student model might use slightly different words for some of the ideas from the word web. Students work alone to read the model and underline the qualities. They check in pairs and report back to the class. Check they understand all the words, especially *to raise money* (= to collect money from other people, e.g. for charity or to invest in a business).

ANSWERS

caring, determined, great communication skills

- Students work in pairs to discuss the ideas in the word web. Encourage them to add their own ideas too. When they are ready, discuss the word web with the class.
- Brainstorm some examples of leaders. Make sure each student has chosen one leader. Students work alone to make notes to describe their chosen leader. Point out that they will have a chance to write a longer description later. When they are ready, ask a few volunteers to share their ideas with the class.

The simple present tense

Warm-up

Students close their books. Write the phrase *I agree* on the board. Elicit from the class the name of the structure (**Answer:** the simple present). Elicit the positive and negative forms of this verb in the simple present, and why we use it. Then, tell students to read the information in the box to check their ideas. You could elicit one or two more examples of verbs for mental states which are usually in the simple present (e.g. *like, remember*). Also, elicit one or two more examples of adverbs of frequency (e.g. *hardly ever, rarely*).

- 1 Students work alone to unscramble the sentences. Point out that there is more than one answer for some sentences. They check in pairs and report back to the class.

ANSWERS

- 1 Hala Gorani works as a journalist for CNN.
- 2 Cristiano Ronaldo sometimes appears in fashion adverts.
- 3 Justin Trudeau leads the Liberal Party in Canada.
- 4 Turkish singer Sezen Aksu helps people through her music.
- 5 Facebook's Mark Zuckerberg often works very long hours.
- 6 Sheikh Khalifa and Sheikha Shamsa meet many world leaders on their tours.

- 2 Students work alone to complete the sentences. They check in pairs and report back to the class.

ANSWERS

- 1 knows
- 2 has
- 3 want
- 4 think
- 5 sees

- 3 Students work alone to rewrite the sentences. They check in pairs and report back to the class.

ANSWERS

- 1 Bono doesn't / does not know many important leaders.
- 2 A great leader doesn't / does not have many important qualities.
- 3 I do not want / don't want help on this essay.
- 4 I don't think / do not think some leaders are born that way. OR I think some leaders aren't / are not born that way.
- 5 Our president doesn't / does not see the positive side of things.

- 4 Make sure everyone knows there is not a single correct answer—it will depend on their opinions. However, they should pay attention to the position of the adverbs before the main verb. When you check with the class, encourage some discussion if students disagree with each other.
- 5 Students work alone to find and correct the mistakes. They check in pairs and report back to the class. Check carefully that everyone knows what is wrong with the original sentences.

ANSWERS

- 1 Good leaders say when they are / they're wrong.
- 2 Lazy people don't help other people.
- 3 Women make better leaders than men.
- 4 People choose the best leader for the job.

WRITING

Writing skill

Warm-up

Students close their books. Elicit from the class what *end punctuation* might be, with examples. (**Possible answer:** Marks to show the end of a sentence, e.g. periods (.) question marks (?), and exclamation marks (!).) Elicit also some rules for using capital letters. Then, tell students to read the information in the box to check. Elicit why *south* starts with a capital letter in *South Africa*. (**Possible answer:** Because it's part of the country's name.) Elicit why *of* doesn't have a capital letter in *A Tale of Two Cities*. (**Possible answer:** Because it's not the first word or one of the main words.)

- 1 Students work alone to add the end punctuation. They check in pairs and report back to the class. Point out that 3a includes an indirect question (... *who the king of Jordan is* ...) and that we don't use question marks for indirect questions. But in this case, it's part of a bigger question (*Do you know ...?*), so we do need a question mark. You could also elicit why *king* has a small *k* in 3a but a capital *K* in 3b. (**Possible answer:** Because it's used as a normal word in 3a, but comes before a name in 3b.)

ANSWERS

- 1 A: Who is the most famous leader?
B: I have no idea.
- 2 A: Quick! Look over there!
B: Was that the president?
- 3 A: Do you know who the king of Jordan is?
B: Of course! It's King Abdullah II.

- 2 Students work alone to add capitalization. They check in pairs and report back to the class.

ANSWERS

- 1 Google's Sergey Brin and Larry Page met at Stanford University.
- 2 On May 9, 1995, Nelson Mandela became President of South Africa.
- 3 Actress Julianne Moore does work for the organization Save the Children.
- 4 Is New York City home to the United Nations?
- 5 Many people would like to meet Professor Stephen Hawking.
- 6 Richard Branson is the leader of the Virgin Group, which has about 400 companies.
- 7 There are 24 official languages in the European Union, including Greek, Polish, and Dutch.
- 8 Is Sheryl Sandberg the author of the book *Lean In: Women, Work, and the Will to Lead*?

Extension activity

You could elicit what students know about some of the people mentioned in the sentences.

(Possible answers: Sergey Brin (1973—) from Russia and Larry Page (1973—) from America founded Google in 1998; Nelson Mandela (1918—2013) became South Africa's first black president, after spending 27 years in prison as a revolutionary leader; Julianne Moore (1960—) is an Oscar-winning American actress; Richard Branson (1950—) is a British businessman and founder of the Virgin Group; Sheryl Sandberg (1969—) is an American businesswoman and best-selling author.)

WRITING

Writing task

Brainstorm

Students work in pairs or small groups to brainstorm ideas for the word web. Remind them that they saw a similar word web on page 20. You could open up the discussion to include the whole class, and create a large word web of ideas on the board.

Plan

Students work in pairs to choose the most important qualities. They should aim for around three or four qualities to focus on. They don't need to choose the same qualities as their partner's.

Write

Elicit from the class some possible endings to the sample sentences. Students complete the writing task in class or as a take-home activity. Ideally, they should write their answer electronically (e.g. on a laptop or smartphone) to allow them to edit it easily later.

Share

Tell students to look at the checklist on page 189. They use the checklist to compare their writing in pairs and offer suggestions for improvement.

Rewrite and edit

Students rewrite and edit their writing, paying particular attention to the use of the simple present, capitalization, and punctuation.

REVIEW

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

Academic words review

Students work alone to complete the sentences. They check in pairs and report back to the class.

ANSWERS

- 1 authors 2 communication 3 stress 4 project

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that students didn't tick. Explore with them ways of overcoming any remaining problems.

Extra research task

As a take-home activity, tell students to search the internet for information about one of the people mentioned in this unit. At the beginning of the next class, ask volunteers to report back to the class on what they found. Discuss with the class which person has the most qualities of a leader.