



Class Objectives

In this lesson, you will read an article about qualities that make a great leader from Forbes.com. We will work on different ways to express your opinion as well as learn new vocabulary from the article.

Article: <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#1de4384b3b63>

By the end of the class, you will have:

- ✓ learned and used new vocabulary from authentic material
- ✓ given your opinion on the article
- ✓ practiced your reading
- ✓ advanced details of your grammar

Difficulty: Purple Belt and above

LANGUAGE HIGHLIGHT: From the Article

Look at these vocabulary words and expressions from the article. Read them in context and 1) try to understand the meaning or use of the term, and write it down. 2) Write the sentence from the article **to practice** using it in a context you KNOW is correct.

On average,... - (Intro)

To see something **from a mile away.** – (1. Sincere Enthusiasm)

Integral (adj) – (3 Communication Skills)

Reciprocal (adj) – (4 Loyalty)



Stand up for – (4 Loyalty)

People who A are often B. – (5 Decisiveness)

Simply – (6 Managerial Competence) (8 Charisma)

To go off script – (7 Empowerment)

MODEL: My Response

After reading this article and thinking about what it means to be a strong leader, I **pretty much agree** with everything that this writer, Kimberly Fries, **describes**.

...with everything that this writer, Kimberly Fries, **lays out**.

My list would have most of the same **traits** that she **lists out**. **If I were to change one**, I might take out #6 **Managerial Competence**. **I agree a good leader should have this**, but it seems a bit **redundant** for some of the other qualities. **It's almost like saying**, "A good leader should have good leadership skills" to me. However, the one that **stood out** to me most was #7 **Empowerment**. This is an idea that I wouldn't have thought about on my own, but it is absolutely on my list now. I completely agree with this, and I'm glad that Ms. Fries **brought it to my attention**. This is a very important quality to have if you're a leader of a company, a classroom, a sports team, or a family. If you empower the people under you, they will feel better about themselves, **and ultimately**, become better people.



And you will then get the results you need, whether that's more efficient employees, better students, or more confident children.

And as a result, you will get the outcomes you need...

VOCABULARY

Take notes about the following words so you can understand the meaning. Use *context*, *dictionary definitions*, *synonyms*, *explanations*, *example sentences*, *pictures*, or any other creative way to learn the new words and phrases. NOTE: Please do NOT use your language to understand the concept.

Describes/ Lays out – *To use a different word to avoid repetition of the word “write”.*

Traits (n) -

To list out (phrasal verb) -

Managerial Competence -

Redundant (adj) -

Stand out (phrasal verb) -

Empowerment (n) –

... and ultimately... -

FLUECNY BUILDERS and EXPRESSIONS

These expressions will help you sound more fluent. Brainstorm and see how you can use these in your presentation.

... pretty much agree with...

It's almost like saying...

Bring it to my attention



And you will then... - *Where you put “then” matters sometimes.*

And then you will...

- Listing things out; giving instructions

And you will then...

- Doesn't sound as “*instructiony*”

As a result... - *You'll need to change the second 'result'*

GRAMMAR

At this advanced level, we're starting to find the finer exceptions in the grammar that you've learned in your classes. We're looking at **the subjunctive mood** and the **optional 'that'** in relative clauses.

Subjunctive Mood

The name isn't important (unless it is to you). Talk about HYPOTHETICAL (not real) situations.

If + sub + were

If I were you, I wouldn't do that.

If I were to change one thing...

If she were to do that, it would be amazing!

Your examples:

'That' or no 'that'?

Sometimes the relative clauses we use can be optional. You could (A) memorize all of the specific rules of how and when to use these relative clauses, or (B) use this simple pattern.

Easy Pattern: If a verb follows, use 'that'.

Don't eat the ones *that fell* on the floor.

If a noun follows, it may be optional.

I agree (that) *a good leader* should have this.

Write examples:



THINK ABOUT IT

Write a list of 3-5 qualities that you think are essential for a good leader to possess.

*Bonus question: is the 'that' above optional or mandatory?

1. _____
2. _____
3. _____
4. _____
5. _____

YOUR TASK (Option 1): Write Your Reflection

Write a reflection of this article. You should include:

- Your opinion
- What you would change

