

# Unit 9 Talented people

## 9a The great communicator

### Reading

As a young man Ronald Reagan moved to Los Angeles to begin a career as an actor in films and television. After joining the Republican Party in 1962, his skills as an orator were noticed and he was persuaded to run for governor of California. He then went on to become the president of the United States between 1981 and 1989. He was often ridiculed for not being very clever—a second-rate actor, who could only read the lines he was given by his advisors—but he remains one of the most popular American presidents of the past 50 years.

Some historians say that Ronald Reagan understood the fundamental essence of leadership: that is, that a leader to be able to communicate. Reagan always gave the impression that he was listening when he was speaking to you. It was almost as if it didn't matter what his political views were. He made people feel that they mattered. That is a fantastic quality to have. Reagan's style of communication stands out as a model for all leaders. If the president can connect with the ordinary person, there's very little he can do wrong.

1 Look at the words and phrases in bold from the description of Ronald Reagan. Choose the correct meaning (a or b).

- His skills as an **orator** were noticed and he was persuaded to run for governor of California.  
a a politician  
b a public speaker
- He understood the **fundamental essence** of leadership.  
a real meaning  
b basic problem
- He made people feel that they **mattered**.  
a were lucky  
b were important
- Reagan's style of communication **stands out**.  
a is noticeable  
b is old-fashioned



### Grammar articles: *the* or zero article?

2 Complete with *the* or zero article (-).

- Countries:** \_\_\_\_\_ Japan, \_\_\_\_\_ United Arab Emirates, \_\_\_\_\_ Netherlands, \_\_\_\_\_ Thailand
- Places:** \_\_\_\_\_ Amazon River, \_\_\_\_\_ countryside, \_\_\_\_\_ Moon, \_\_\_\_\_ Mount Everest
- Times:** \_\_\_\_\_ weekend, \_\_\_\_\_ Saturday, \_\_\_\_\_ April, \_\_\_\_\_ spring
- Other:** \_\_\_\_\_ breakfast, \_\_\_\_\_ police, \_\_\_\_\_ poor, \_\_\_\_\_ biology

### Vocabulary qualifications

3 Complete the job interview between an interviewer (I) and an applicant (A) using these words.

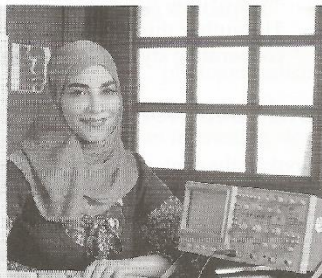
background    experience    qualifications    talents

- I: So can you tell me first a little bit about your  
1 \_\_\_\_\_ ?
- A: Sure. My mother's French and my father's English. I was brought up in France and...
- I: And do you have any previous  
2 \_\_\_\_\_ in journalism?
- A: Yes. In college I was editor of the student magazine and after that I worked for a local radio station...
- I: What 3 \_\_\_\_\_ do you have?
- A: I have a bachelor's degree in media studies...
- I: What would you say are your  
4 \_\_\_\_\_ ?
- A: I'm good at learning languages and I'm a good photographer.

## 9b An inspirational scientist

### Reading positive results

Something the size of a postage stamp, costing just a penny apiece, could be a medical breakthrough that will save millions of lives.



According to biotechnology scientist Hayat Sindi, this tiny piece of paper has the same power as an entire diagnostic laboratory. "My mission is to find simple, inexpensive ways to monitor health," Sindi says. She believes technology pioneered by a team at Harvard University will make it possible, and she co-founded the charity "Diagnostics For All" to produce and distribute the innovation.

The small piece of paper is a low-tech tool that detects disease by analyzing bodily fluids. Positive results, which show up in less than a minute, are indicated by a change in color on the paper.

### Grammar relative clauses and reduced relative clauses

1 Write sentences using relative clauses. Use the relative pronouns *who*, *which*, *whose*, *where*, and *when*. Use commas where necessary.

- 1 The piece of paper is the size of a postage stamp. It could save thousands of lives.

.....

- 2 The charity "Diagnostics for All" produces the tool. It was co-founded by Sindi.

.....

- 3 The tool will be used in developing countries. It is difficult to find clinics there.

.....

- 4 The results show up on the paper. The paper's color changes if there is a problem.

.....

- 5 Sindi later went to Harvard. She was the first Saudi woman to study biotechnology at Cambridge.

.....

- 6 Sindi has become a role model for other women. They want to follow her example.

.....

2 Replace the relative clauses in these sentences with reduced relative clauses. Number 4 has two clauses.

- 1 People who live far away from hospitals and clinics will benefit from this technology.

.....

- 2 Sindi, who was determined to succeed, studied up to twenty hours a day.

.....

- 3 Sindi uses her own experience to inspire other women who wish to become scientists.

.....

- 4 A new foundation, which was launched recently by Sindi, offers help to young women who want to follow a career in science.

.....

### Vocabulary personal qualities

3 Complete the summary with these adjectives.

analytical   articulate   passionate   patient

Hayat Sindi is <sup>1</sup>..... about helping people in developing countries. She also is an <sup>2</sup>..... speaker and supporter of women's right to education. To be a scientist, you have to have an <sup>3</sup>..... mind and to be very <sup>4</sup>....., as it can take a long time to get positive results from an experiment.

## 9c Women leaders

### Reading an interview

Interviewer: What are the particular qualities that men and women bring to leadership? Does it in fact make any difference to an organization if its leader is a man or a woman? I have with me Virginia Stanton, author of *Women Who Lead*. Virginia, surely in this day and age it doesn't matter that much, does it, what gender a leader is, as long as they're a good leader?

Virginia: Well, if you say that, you're actually ignoring the differences that a number of studies have identified between male and female leaders. It's statistically proven that women are a) more adventurous—they're happy to take risks, and b) more effective—they focus harder on getting the job done.

Interviewer: That is a little surprising, yes.

Virginia: Less surprising perhaps is that they tend to be more sensitive and caring—that is to say, they listen better than men and try to take other people's views into account before making a decision. That's because they seem to care more about their relationships with those around them.

Interviewer: And I suppose you're going to say, then, that men are more assertive and dominant. That's a stereotype, isn't it?

Virginia: Well, I think the important thing here is that whereas in the past, leaders—male leaders, that is—were more autocratic—"just do what I tell you to do and don't answer back"—these days you need to be more inclusive and gentler in your dealings with people. It's long been recognized that women, who traditionally have been the ones to organize and manage families or groups of volunteers in charity organizations, have these qualities. More and more, these are qualities that are needed today in the world of business and politics.



1 Based on the interview, are the sentences true (T) or false (F)?

- 1 The interviewer thinks that whether a leader is male or female is not the issue.
- 2 The author says that her claims are supported by research.
- 3 The author is surprised that women, not men, take more risks.

- 4 According to the author, men care more about what others around them think.
- 5 The interviewer thinks that the author is stereotyping women.
- 6 The author thinks that people want a more cooperative style of leadership than in the past.

### Word focus long

2 Look at the sentence from the interview and its definition. Then match the sentences (1–10) with the correct definition (a–j).

It doesn't matter what gender a leader is, **as long as** they are a good leader. = It doesn't matter what gender a leader is, **if/provided that** they are a good leader.

- 1 "It's been great to see you. I hope we can meet up again **before long**."
- 2 He stood there for what seemed like hours and **at long last** someone opened the door.
- 3 She wasn't angry that the company paid her poorly, but she **longed for** recognition.
- 4 They arrived **long after** they had intended to.
- 5 Jake and I **go back a long way**.
- 6 **The long and short of it** is that we need to reduce our spending or we'll be in trouble.
- 7 He **put on a long face**, so I asked him what the matter was.
- 8 He **has come a long way** since he was working as a dishwasher in a café.
- 9 "**So long**," she said, "I'll write to you soon."
- 10 **In the long term**, I think we will see benefits from all these efficiencies.
  - a after much waiting
  - b are old friends
  - c desired very much
  - d goodbye
  - e the main message
  - f looked sad
  - g made a lot of progress
  - h much later than
  - i over a long period of time
  - j soon

## 9d Your own talents

### Real life describing skills, talents, and experience

1 Complete these expressions using the correct preposition.

- In college I majored \_\_\_\_\_ photojournalism.
- I'm very familiar \_\_\_\_\_ your magazine.
- I'm good \_\_\_\_\_ spotting an interesting story.
- I have some experience \_\_\_\_\_ news photography.
- I think I'd be suited \_\_\_\_\_ working in this kind of environment.
- I feel quite comfortable \_\_\_\_\_ tight deadlines.
- I'm very interested \_\_\_\_\_ the idea of working closely with other journalists.
- I'm serious \_\_\_\_\_ wanting to become a full-time news photographer.

2 Read three people's descriptions of their skills at a job interview. What job are they applying for?

#### Speaker 1

Well, I'd like to know more about the job, because I'm very interested in the idea of working with young people—people are always telling me that I'm very good with children—but I don't have much direct experience with this age group.

#### Speaker 2

I specialize in canoeing and various other water sports, but I feel comfortable with most outdoor activities really—as long as you're not going to expect me to lead a climbing expedition up a glacier or anything. I haven't done mountaineering. But I have led groups before, so I have good organizational skills.

#### Speaker 3

I think I am very well qualified for this job, actually. Although I haven't led expeditions, I've been working as a physical education teacher at my local high school for the last four years. I'm good at a number of sports, in fact. But when I saw your advertisement, I thought, "This could be just the thing for me." I'm familiar with your organization and I really like the fact that you run these activities for kids from underprivileged backgrounds.

3 Answer the questions about each of the applicants.

1 What are the skills or talents of each applicant?

Applicant 1

.....

.....

Applicant 2

.....

.....

Applicant 3

.....

2 What does each speaker lack experience of?

Applicant 1

.....

.....

Applicant 2

.....

.....

Applicant 3

.....

### 4 Grammar extra adjective + *-ing* or *to* + infinitive

#### ► ADJECTIVE + *ING* or *TO* + INFINITIVE

Some adjectives can be followed by a preposition + *-ing* or by an infinitive.

*I'm interested in learning French.*

*I'm happy to show you how it works.*

Look at the grammar box. Complete the sentences. Use the correct form of the verb: *-ing* form or *to* + infinitive.

- I'd like to \_\_\_\_\_ (participate) in one of your trial days.
- I'll be sad \_\_\_\_\_ (leave) this place.
- I'm interested in \_\_\_\_\_ (travel) to new places.
- I'm excited about \_\_\_\_\_ (do) field research in India.
- I'm very interested \_\_\_\_\_ (work) abroad.
- I'd be interested \_\_\_\_\_ (find out) more about the job.

# 9e Networking

## Writing an online profile

1 Complete the personal profile using the information below (a–f).

- a Current
- b Freelance marketing consultant and translator
- c School of Management, UMass Amherst
- d Media and food
- e Summary
- f Past

**Mitsuko Uchida**



1 \_\_\_\_\_

Location: Tokyo

Industry: 2 \_\_\_\_\_

3 \_\_\_\_\_ : Advising  
US supermarket on market plan for Japan

4 \_\_\_\_\_ :

- Marketing Manager, Disney, Japan – responsible for “Winnie the Pooh” account;
- Marketing assistant, Coca-Cola, Japan;
- Translated marketing documents for various British and US companies.

Education:  
Seisen International School; Tokyo University;

5 \_\_\_\_\_

Currently doing an online MBA.

6 \_\_\_\_\_

I love projects that combine my language skills with my experience in marketing. I am interested in cross-cultural issues and in fun or exciting marketing projects. You can see some examples of my work by clicking on the links below.

2 Answer the questions.

- 1 What kind of work is Mitsuko interested in?
- \_\_\_\_\_

2 What languages can she speak? \_\_\_\_\_

\_\_\_\_\_

3 How would you describe her level of education?

\_\_\_\_\_

## 3 Writing skill writing in note form

a Look at these shortened phrases from the profile and put them into full sentences.

1 advising US supermarket on market plan for Japan

\_\_\_\_\_

2 responsible for “Winnie the Pooh” account

\_\_\_\_\_

3 translated marketing documents for various British and US companies

\_\_\_\_\_

4 currently doing an online MBA

\_\_\_\_\_

b The personal profile below has no shortened phrases. Find the places where it would be appropriate to use them and rewrite the sentences in a shortened form.

### Harry Ross

I am a specialist website designer

\_\_\_\_\_

Current: I am designing an interactive website for a local sports and recreation center.

\_\_\_\_\_

Work history: I used to work for a large telecommunications company as a computer programmer. Afterwards I worked for a local hospital designing their patient communications website. I set up my own company in 2010.

\_\_\_\_\_

Education: I went to the University of California Davis.

\_\_\_\_\_

## Wordbuilding verb (+ preposition) + noun collocations

1 In each of these groups, one of the verbs does NOT collocate with the noun on the right. Put a line through this verb.

- |                        |                 |
|------------------------|-----------------|
| 1 follow/do/have       | a career        |
| 2 make/take/attend     | a class         |
| 3 acquire/learn/get    | a skill         |
| 4 take/make/pass       | an exam         |
| 5 get/earn/acquire     | promotion       |
| 6 gain/win/get         | experience      |
| 7 own/have/nurture     | a talent        |
| 8 do/work/get          | a job           |
| 9 gain/earn/get        | a qualification |
| 10 join/set up/take on | a company       |

2 Complete the description of someone's career by putting an appropriate verb in each space.

When I was 19 I <sup>1</sup> \_\_\_\_\_ a test to get into a drama school in New York, but I was unsuccessful. At that point, I had to decide whether to try to <sup>2</sup> \_\_\_\_\_ a career in acting or just abandon the idea and <sup>3</sup> \_\_\_\_\_ a completely different kind of job. All my friends told me that I <sup>4</sup> \_\_\_\_\_ a natural talent for acting and that I didn't need to <sup>5</sup> \_\_\_\_\_ a qualification to prove it. So instead, I <sup>6</sup> \_\_\_\_\_ a small theater company and <sup>7</sup> \_\_\_\_\_ experience acting that way. Just by working with other actors I was able to <sup>8</sup> \_\_\_\_\_ new skills and two years ago I was asked by the National Theater to perform in a production of Shakespeare's *The Tempest*. I have never looked back!

## Learning skills the language of learning

3 When you learn a language, you often need to ask questions about it. Look at the terms (1–8). Then match the terms with the definitions (a–h).

- 1 a part of speech
- 2 past participle
- 3 an idiom
- 4 a colloquial expression
- 5 a false friend
- 6 a collocation
- 7 register
- 8 a euphemism

- a two words that naturally go together
- b a phrase whose meaning is not clear from the individual words it is composed of
- c the level of formality
- d c.g., noun, verb, adjective, adverb, preposition
- e a word that looks similar in two languages but has different meanings
- f the third form of the verb, e.g., go, went, gone
- g a word or phrase that expresses an idea more politely or gently
- h a phrase used in everyday informal speech

4 Answer these questions about words from Unit 9.

- 1 What is the past participle of *feel*? \_\_\_\_\_
- 2 What part of speech is *the*? \_\_\_\_\_
- 3 What verb collocates with *knowledge*? \_\_\_\_\_
- 4 Is *grab someone's attention* an idiom? \_\_\_\_\_
- 5 What register is the online profile on page 56 of the Workbook? \_\_\_\_\_

## Check!

5 Answer these questions. You can find all the answers in Student Book Unit 9.

- 1 What are these people's jobs?



- a \_\_\_\_\_ b \_\_\_\_\_

2 Complete this famous quote by Neil Armstrong.

"That's one small \_\_\_\_\_ for man, one giant \_\_\_\_\_ for \_\_\_\_\_."

3 Which of these places have *the* in front of them?

- a \_\_\_\_\_ Atlantic Ocean
- b \_\_\_\_\_ Korea
- c \_\_\_\_\_ Florida
- d \_\_\_\_\_ USA
- e \_\_\_\_\_ Moon

4 What type of clause is the underlined clause in the quotation?

- a a defining relative clause
- b a non-defining relative clause
- c a reduced relative clause

Kira Salak, known as the real-life Lara Croft, doesn't want to tell travel stories you have already heard.