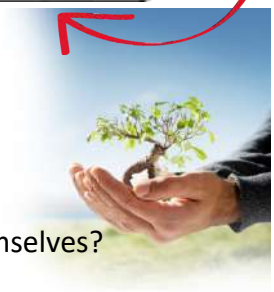
Lesson Plan © Easy Access English

Learning to lead

EAE Learning objectives for this lesson

Learn and practice when to use the gerund and when to use the infinitive.
Practice talking about leadership and learn new expressions about personal leadership and linking words





Activity One - Questions to answer:

1. Does your company have to change and adapt constantly? Why?
2. What roles do leaders have in this process?
3. Who are the leaders in your organisation?
4. Who can become a leader?
5. Do leaders and managers in your organisation encourage co-workers to think for themselves?

Activity Two: The Learning process

For any new skill, we learn mainly through experience. Most of our learning is not conscious. Our experiences of looking for the words we need, and then using them, for example, is how we will remember those words again, when learning a new language. Our experience of hearing a new word or expression, finding out what it means and then seeing it again, this is how we will make the connections necessary to be able to use that word or expression ourselves. In terms of leadership, people also learn by doing. Therefore telling employees what to do, without asking them what they think, or encouraging them to think for themselves, will not allow them to learn from experience and develop leadership skills themselves.
Read these statements from **Michael Gelb**, author of 'How to Think Like Leonardo da Vinci: Seven Steps to Genius Every Day'. Then answer the questions which follow.

———————————————-

"Leadership development is about actually teaching people how to learn and how to accelerate the process of learning."

"Organizations love to talk about organizational development, and they love to talk about strategy, but the missing link is often the individual...The notion of the learning organization has become very popular over the past 20 years. It's an idea that an organization can be flexible, agile, adapt and change to anticipating the needs of its customers and clients. However, the missing link of the learning organization is the learning individual. Unless every individual in an organization has an understanding of the nature of the learning process and how to accelerate their own learning, the learning organization remains a theoretical construct instead of a practical reality."

"How do you genuinely support an environment that encourages the freedom of ideas, that encourages people to really think for themselves?" Gelb asked. "One of the problems that leaders often have is ... an unconscious shadowy fear that if they really listen to everybody, and really get everybody to express all their opinions, that means they'll have to actually listen to them. They won't have the freedom to make their own decisions."

"It takes a very secure leader to genuinely encourage this democracy of ideas, but it is one of the powerful elements of a truly innovative culture."

Questions:

1. Do you agree that an organisation can't improve or evolve if the individuals working for it don't learn and evolve?
2. Do leaders in your organisation really encourage people to express their opinions?
3. Would you say that there is a democracy of ideas in your organisation?
4. Can you give an example from recent experience, of managers listening to the ideas of their co-workers?
5. What elements do you think are necessary if your company culture is to be truly innovative?

Activity Three **- Learn by doing.**

If you want to improve your English it's true that you need to practice. You need to practice expressing your ideas. This will often require searching for words in your mind, or even in a dictionary. It doesn't matter if you speak with native English speakers or with French people or other nationalities, as long as you are practicing you will optimise your learning. If you have plenty of opportunity to speak English with other people then this is ideal, if not, you can still talk to yourself! It sounds like the first sign of madness but it is in fact a very sane idea. The process you will go through will help you to improve fluency and learn new words. So talk to yourself for ten minutes each day. You could get into the habit of telling yourself about what you intend to do at work, explaining your priorities and talking through your plans for the day. Let's practice.

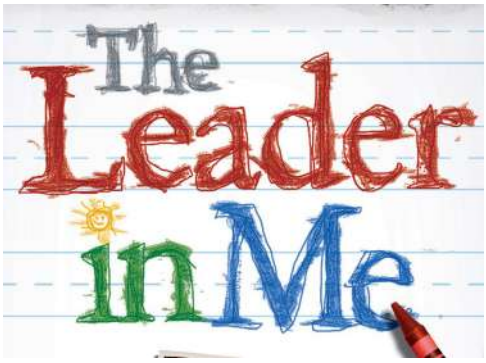
Remember, to express intentions in English we use the auxiliary verb **going to**. To talk about priorities we use modal verbs - **Must**, **Have to**, **Should** and superlatives, **most** important, **biggest** priority, **greatest** urgency.

Answer the questions:

1. What is your top priority in terms of developing yourself and others in the team?
2. What is the most important thing you have to do today?
3. What's the most urgent task your team has to complete this week?
4. Talk about your priorities at work this week in general.

Activity Four **- Buzzwords**

Here are some leadership buzzwords and expressions.
Explain what they mean to you...



- ✗ Be present
- ✗ Command less and coach more
- ✗ Advocate for your team
- ✗ Choose curiosity over fear

Activity five **– DoING or to DO**

Some verbs are followed by - to + the infinitive, some verbs are followed by - verb root+ING

Consider these examples -

- I hope to become a strong leader - CORRECT
- I hope becoming a strong leader - INCORRECT
- I intend to organise a leadership training session. - CORRECT
- I intend organising a leadership training session. - INCORRECT
- I forgot to go to the meeting. - CORRECT
- I forgot going to the meeting. - INCORRECT

Now fill the gaps in the sentences:

- I remembered.....(wish) Corinne a happy birthday.
- I enjoyed.....(eat) some birthday cake.
- All co-workers are involved in .....(make)a difference in our brand reputation with our customers/investors.
- Would you consider.....(help) someone on another team?
- He managed.....(solve)the problem in record time.

Let's review the theory...

THE GERUND.

1. A gerund is a noun made from a verb by adding "-ing." The gerund form of the verb "read" is "reading." You can use a gerund as the **subject**, the **complement**, or the **object** of a sentence.

Examples:

- Reading helps you learn English. Subject of sentence
- His main task is reading. Complement of sentence
- I enjoy reading your e mails. Object of sentence

THE INFINITIVE

2. Infinitives are the "to" form of the verb. The infinitive form of "learn" is "to learn." You can also use an infinitive as the **subject**, the **complement**, or the **object** of a sentence.

Examples:

- To learn is important. Subject of sentence
- The most important thing is to learn. Complement of sentence
- He wants to learn. Object of sentence

WHICH TO USE

3. Both gerunds and infinitives can be used as the subject or the complement of a sentence. However, as subjects or complements, gerunds usually sound more like normal, spoken English, whereas infinitives sound more **abstract**. In the following sentences, gerunds sound more natural and would be more common in everyday English.

Examples:

- Learning English is important. Normal subject
- To learn English is important. Abstract subject - less common
- The most important thing is learning English. Normal complement
- The most important thing is to learn English. Abstract complement - less common

IMPORTANT

4. **As the object of a sentence**, it is more difficult to choose between a gerund or an infinitive. In these situations, **gerunds and infinitives are not normally interchangeable.** Usually, the main verb in the sentence determines whether you use a gerund or an infinitive.

Examples:

- He enjoys managing a team. **"Enjoy" requires a gerund.**
- He wants to become a manager. **"Want" requires an infinitive.**

5. Some verbs are followed by gerunds as objects. (Here is a list of those verbs).

Examples:

- She suggested organising a training session.
- Fabien keeps talking about his management issues.

6. Some verbs are followed by infinitives. (Here is a list of those verbs.)

Examples:

- She wants to become a manager.
- Fabien needs to talk about his problems.

MORE PRACTICE: Fill the gaps in the sentences here again.
Begin - We will begin.....(offer) free coffees to all morning shoppers from Monday.
Advise - I advise you.....(visit) the store in the mornings when it's less busy.
Choose - We choose.....(offer) leadership training to co-workers not just managers.
Discuss - We need to discuss.....(invest) in more training for co-workers.
Practice - You have to practice.....(assemble) furniture in order to be faster at it.
Forget - Don't forget.....(send) that e mail this morning.

Activity Six – Gerund VS Infinitive
Team competition
Let's see who can use the correct form the most amount of times.

Create sentences for the other team with a gap (as you saw in the last activity) – let's see how quickly they can get the right answer. You can make them as difficult as you like.

Activity seven – Role Plays
With a partner, act out one of the the following role plays
Here are some linking words that will help you keep your sentences short and simple:

First of all, Secondly, then, after that, finally, the end result is that.
Furthermore, However, All in all, Essentially, Basically, Ultimately.

- Your colleague is having a hard time organising their tasks, you try to give them advice but they think they know better and argue with you about what is the best way to manage themselves

- Your manager is not doing a good job, you and your colleague have to approach him/her and try to politely suggest or explain the ways they need to improve. You both feel very awkward with this conversation and try to think of the best way to give him this information.

- You are members of parliament and you discuss how to impeach the president because you feel that his leadership skills are laking and that you could do a lot better in his position.

