



IELTS READING/WRITING LESSON 10-17-2018

Lesson Objective

The student shall be able to use "power words" as part of their oral vocabulary, read and comprehend both social and business language and demonstrate effective oral communication skills.

Evaluation Criteria: Ability to understand definitions of English vocabulary.

Section One Vocabulary

Directive: Match the correct word in column A with the definition in column B, then use in a sample sentence

Column A	Column B
VOCABULARY	DEFINITION
1. Generation Z (Noun)	A. A person reaching young adulthood in the early 21st century. a person who was born in the 1980s, 1990s, or early 2000s: also known as Generation X.
2. Millennial (Noun)	B. Dates for those born range from the mid-1990s through the second decade of this century (1995-2010), although precise years vary according to the source. At over two billion individuals, Generation Z is the most populous generational cohort of all time.
3. Motivate (Verb)	C. Anterior to, situated in, or pertaining to the anterior part of a frontal structure.
4. Dictate (Verb)	D. To bring into close association or connection.
5. Prefrontal (Adjective)	E. Something accomplished, especially by superior ability, special effort, great courage, etc.; a great or heroic deed.
6. Affiliate (Verb)	F. A person who demands perfection of himself, herself, or others.
7. Achievement (Noun)	G. the execution or accomplishment of work, acts, feats, etc.
8. Performance (Noun)	H. To prescribe or lie down authoritatively or peremptorily; command unconditionally.
9. Perfectionist (Noun)	I. To provide with a motive, or a cause or reason to act; incite; impel.

Section Two

Reading Comprehension and Pronunciation skills.

Evaluation Criteria: Ability to effectively read and comprehend written English in a social or business environment.

ARTICLE A

Motivation: What Moves Us?

[Source](#)

- The word 'motivation' shares its root with 'emotion': both come from the Latin *motere*, to move. Our motives give us our aims and the drive to achieve them. Anything that's motivating makes us feel good. As one scientist put it to me, "The way nature gets us to do what it wants is by making it a pleasure."

Our motives dictate where we find our pleasures. But when it comes to pursuing those goals, life so often presents difficulties. And when we face setbacks and obstacles in reaching the goals our motives drive us toward, circuitry converging on a zone in the left prefrontal cortex comes alive to remind us of the good feelings we will have once we reach that goal. When things go wrong, this helps us keep going through tough times.

People whose emotional setpoint tips toward the left side tend to be more positive in their emotional outlook. But, neuroscientist Richard Davidson finds, they are susceptible to anger, mainly when a worthy goal gets thwarted. Then they get frustrated and irritated—which is good, because it mobilizes their energy and focuses their attention in working to overcome the obstacles and achieve that goal.





2. By contrast, Davidson says, right prefrontal activation acts as what's called a "behavioral inhibitor": people give up more easily when things get tough. They're also too risk-averse—not smart risk-averse, but overly cautious. They have low motivation, they're generally more anxious and fearful and have increased vigilance for threats.

Davidson's research has found that the left hemisphere lights up even at the mere thought of achieving a meaningful goal. Left prefrontal activity is also associated with something bigger than any single target: This is a sense of purpose in life, the grand goals that give our lives meaning.

Howard Gardner has written about what he calls "Good Work," a combination of excellence, where you're doing work that calls on your best talents; of engagement, where you're enthusiastic, energized, and love what you do; and ethics, where work is aligned with your sense of purpose, meaning, and where you want to go in life. No one has done this research yet, but I'd predict that if you studied the brains of people while engaged in good work, you'd find relatively more left prefrontal activation.

3. When I was a graduate student at Harvard, my mentor was a psychologist named David McClelland, who at the time was a major theorist of motivation. McClelland proposed three main motivators for people. (There are other models of motivation that list dozens of motivators.) I think of each kind of motivation as a different path to activating the left prefrontal cortex and the brain's reward centers which increases our drive and persistence and makes us feel good.
 - The need for power in the sense of influencing or impacting other people. McClelland distinguished between two kinds of power. One is selfish, ego-centered power, without caring whether the impact is good or bad—the kind of power displayed by narcissists, for example. The other is a socially beneficial power, where you take pleasure in influencing people for the better or for the common good.
4. The need to affiliate; taking pleasure in being with people. Those who are high in this affiliation motive, for instance, are motivated by the sheer pleasure of doing things together with people they like. When we're working toward a common goal, people motivated by affiliation find energy in how good we'll all feel when we reach that goal. Great team members may be driven by the affiliative motive.
5. The need for achievement, reaching toward a meaningful goal. Those high in the need for achievement love to keep score, to get feedback on how they are doing, whether this means just hitting their numbers for a quarterly target or raising millions for a charity. People who are strong in the achievement drive continually strive to improve; they're relentless learners. No matter how good they are today, they're not satisfied with the status quo; they're always trying to do better.

6. When drive becomes overdrive

There can be a downside to the achievement drive: Some people become workaholics, completely focused on their work goals and neglecting to live a full life. You can see this in students who are "grinds," driven to get the highest grades at the sacrifice of everything else in their lives, just as you see it in those successful executives who work 18-hour days all through the week—and in anyone who has perfectionistic standards. The key to a healthy drive to achieve is having a very high internal standard for performance that you hold yourself to—but if that standard is too high, you fail to appreciate your accomplishments while obsessing about any little imperfection. It's the drive to achieve gone into overdrive.

7. In reviewing their performance on anything, perfectionists only focus on what they could have done better, not what they did well. They may already be at 110% compared to other people, but they're madly trying to get to 112% or 115%. This striving is very strongly rewarded both in the educational system and in the world of work today. But it has a human cost, whether for a kid in school or someone in the workplace: Your life suffers. The price you pay may be in a series of failed relationships, never taking time out for things you enjoy, or the health costs of chronic stress.

How can you help a person who's caught in that predicament? I think first you have to help them understand that there's a negative side to trying to be overly successful. The second is to point out to them that you don't have to be hitting 110 percent all the time—sometimes just being at 80 or 90% means you're doing well enough—and you can have a life and enjoy yourself, too.

8. McClelland discovered that you could rate people on their level of achievement motivation with a simple kid's game: the ring toss. In the ring toss you can choose where to place a standup peg out in front of you on the floor—3 feet, 6 feet, 9 feet or 12 feet. You have



a plastic ring, and you have to see if you can toss it on the peg. The further out it is, the higher your score. People who are high in the need to achieve are very good at guessing the furthest out they can put the peg and still get the ring on it. They take smart risks. They may do things that look very risky to other people, but they've done the right research and have the data, or they've mastered the pertinent know-how, the skills they know will help them hit that goal. McClelland found this trait to be very strong in highly successful entrepreneurs.

9. I remember some years ago I was taking part in a business forum and was on a panel with young techies, each of whom headed a startup. One was called Razorfish, a buyer of interactive ad space on this then-new thing called the "Web". Everyone was excited about Razorfish at the time—which was the beginning of the 90's Tech Bubble—and this fledgling company was gaining in market value quite rapidly. Back then Razorfish had a large market cap, which evaporated when the bubble burst. It's been bought and sold a few times over the years since.
10. But I was more intrigued by the other young tech entrepreneur on that panel, whose new company was getting less attention than Razorfish back then. As I spoke to him, I realized he was a classic example of McClelland's profile of an entrepreneur with a high drive to achieve: he seemed to take pleasure in continually learning to improve performance, and while still in college had mastered an arcane math that guided ultra-advanced algorithms that few others understood, but which had potentially powerful applications on the Web.

He was taking what looked to others like a huge risk in his startup built around an application of an untested and little-known method, but he had high confidence it would work. He had done his homework well. Few had heard of his little startup at the time, and I just happened to remember it because of its funny name. The company was called "Google," and his name was Sergei Brin.

ARTICLE B

Why Leaders Need to Embrace Employee Motivation

[Source](#)



1. According to Gallup, the purpose of performance management is to improve quality of work, productivity and other business outcomes, but traditional approaches have consistently fallen short. Let's look at Gallup's findings:

Only 2 in 10 employees strongly agree that their performance is managed in a way that motivates them to do outstanding work.

30% of employees strongly agree that their manager involves them in goal setting.

Employees whose managers involve them in goal setting are 3.6x more likely than other employees to be engaged.

21% of employees strongly agree they have performance metrics that are within their control.

14% of employees strongly agree that the performance reviews they receive inspire them to improve.

26% of employees strongly agree that the feedback they receive helps them to do their work better.

2. The result? Gallup estimates the cost of poor management and lost productivity from employees in the U.S. who are not engaged or actively disengaged to be between \$960 billion and \$1.2 trillion per year. Wow! What steps do leaders need to take to motivate their employees?

What Employees Really Want.

The workplace is evolving and shifting. As leaders, we need to realize that the wants and needs of our employees are changing. We saw this when we learned how to create a culture where Millennials and members of Generation Z can thrive.



Millennials	Generation Z
Don't just work for a paycheck, they want a purpose.	Money and job security are their top motivators. They want to make a difference but surviving and thriving are more important.
They aren't pursuing job satisfaction, they are pursuing their own development.	They want to accumulate rewarding experiences. Gen Z tend towards being impatient and often experience FOMO (Fear Of Missing Out), so instant feedback and satisfaction are key.
They don't want bosses, they want coaches.	They want to be mentored in an environment where they can advance quickly. They want to look their leader in the eye and experience honesty and transparency.
They don't want annual reviews, they want ongoing conversations.	They don't want an annual work assessment, they want to be mentored and given feedback on an ongoing frequent (daily) basis.
They don't want to fix their weaknesses, they want to develop their strengths.	They were raised during the Great Recession and believe that there are winners and losers--and more people fall into the losing category. They want to have the tools to win, either through developing weaknesses or strengths.
They have a collaborative mentality where everyone pitches in and works together.	They are competitive. 72% of Gen Z said they are competitive with doing the same job. They are independent and want to be judged on their own merits and showcase their individual talents.
It's not just their job, it's their life.	Salary and benefits and how they can advance are pivotal. They are a DIY generation and they feel that other generations have overcomplicated the workplace.

The key to inspiring maximum performance from your team is not scoring them and offering standardized feedback based on their score. Instead, use a process that creates intrinsic motivation and benefits both the team member and the company.

3. Performance Motivation Is Key

Empowerment and motivation happen when people solve their own problems and create their own aspirations and expectations. That's why the outcome frame tool is a powerful first step. It helps our team find out what they really want and how they know when they've got it. It generates clarity and insights. Helping our people focus on the outcome they want to create, not the problems in the way, activates their reward (pleasure) network. Once our team knows what they really want, it's time to create an action plan to motivate team performance.



Impact Descriptions – Not Job Descriptions

Clear Needle Movers

Individual Development Plans (IDPs)

Performance Self-Evaluations

To see each of these factors discussed in detail, please see the infographic below and my previous blog [Why Performance Management Is Dead And Performance Motivation Is Here To Stay](#). (insert performance motivation vs performance management infographic here)

When you implement the above action plan, your team will begin to shift. They will be motivated to do outstanding work because they know their role is part of something bigger. They will realize they are valued and that achieving their goals is essential to the success of their organization. More importantly, they will begin to trust their leaders.

Trust creates reliable environments. Enriched environments are more reliable. Reliable and enriched environments equal ROI. A more enriched, interactive tribal environment is good for the brain and good for the business. The result? Team members making more connections, solving problems faster, figuring things out faster and innovating better.

Share with us how shifting from performance management to performance motivation is impacting your organization