

In the Name of God



Employable English

Third reprint

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To the Readers

The current book has been designed for the General English course of students in Ferdowsi University of Mashhad. Written based on the *Conceptual Model of Education* proposed by Pishghadam et al. (2019) for a more effective education, the present book aims not only to improve university students' language skills, but also to improve their life skills which include cognitive, socio-emotional, and sensory-perceptual skills.

To this end, the writers have chosen the topics based on learners' needs in their real lives. Therefore, the book provides university students with practical information on job interviews, getting a job, individual factors, successful communication, the role of senses and emotions, body language, personality types, and entrepreneurship that can help them perform well in their futures lives.

The book is written in 10 chapters and includes two sample tests. Each chapter starts with pre-reading tasks which trigger university students' creative thinking. Then, there is a reading at the beginning of which students become familiar with a reading strategy. New words are highlighted in the text and there is a glossary that helps understanding of the text. There are some questions within the texts that work on critical thinking. While-reading activities focus on gist and detailed understanding of the text. Post-reading activities focus on interpersonal management skills, structure and vocabulary exercises, systems thinking skills, futures thinking skills, and critical thinking skills. The book also includes an answer key so that student autonomy is enhanced.

As a result, it is believed that the book can improve university students' cognitive skills which include critical thinking, systems thinking, futures thinking, critical thinking, socio-emotional skills which include interpersonal and intrapersonal management, and sensory-perceptual skills which include sensory and environmental management. All this is also in line with the vision of Ferdowsi University of Mashhad which seeks comprehensive education for a better society and the Conceptual Model of Education. Consequently, more successful individuals with higher abilities and confidence will be trained.

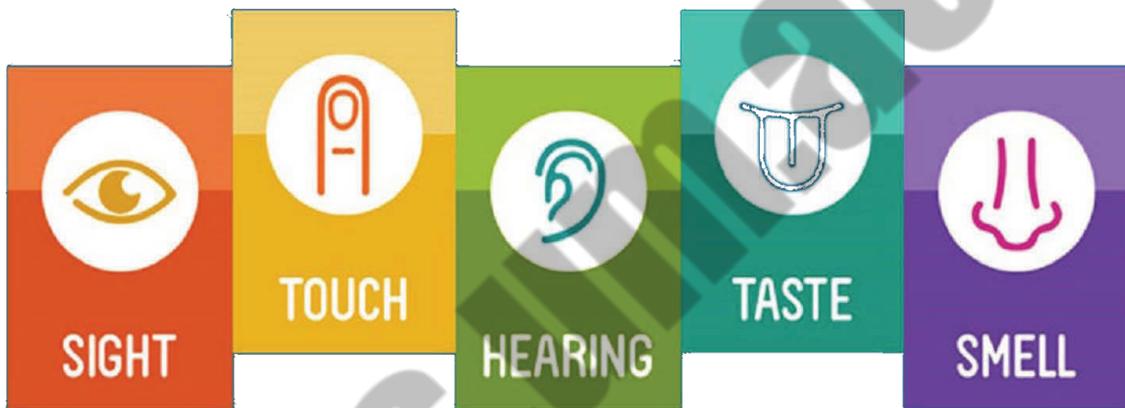
Hopefully, this book will achieve its goal and will help students improve their life skills together with their language abilities so that they can enter the job market easily in the near future.

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Chapter One:

Senses and Communication

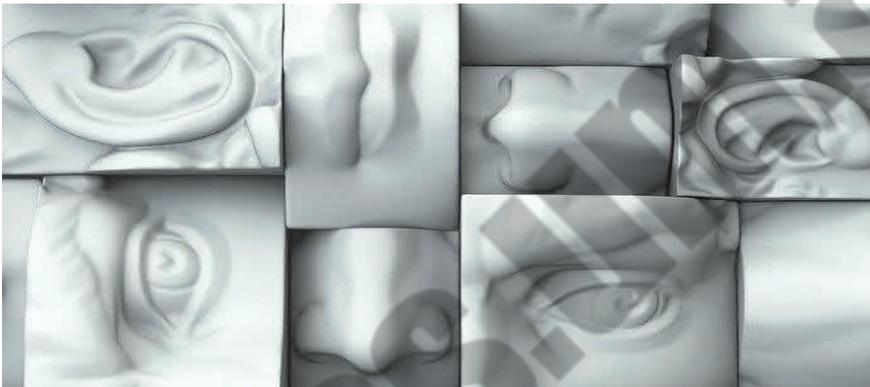


Pre-Reading

Look at the photograph below.



1. Which of your five senses would be most active in such a place?



2. Which sense do you use most often? Sight? Hearing? Touch? Taste? Smell?

What sort of information can each sense give you?

E.g., The visual sense helps us ...

Let's Create!

Reading

Skim the article on your own. Is the text mainly about:

- What NLP experts do?
- or
- How we use our senses in communication?

Skimming:

Skimming is reading the text to get a general idea of what it is about!

Senses and Communication

What is the sense you use the most to make decisions, process information, and connect with others? Do you *realize*¹ that knowing other people's favorite sense also helps you communicate much better?



Why do you think the senses might help us communicate better?

The systems we use to understand the world are:

- Visual - seeing/ imagination
- Auditory - hearing/sounds
- Kinesthetic - feelings/ touch/movement
- Olfactory - smell
- Gustatory - taste
- Auditory Digital - processing experience (an NLP *concept*² like self-talk or logic)

Olfactory and Gustatory systems are not normally the most important senses for people and *thus*³ we are not going to include them in our short discussion here. Because we each use our senses differently and this *impacts*⁴ how we communicate, NLP has tried to use this concept to help people relate and learn more effectively.



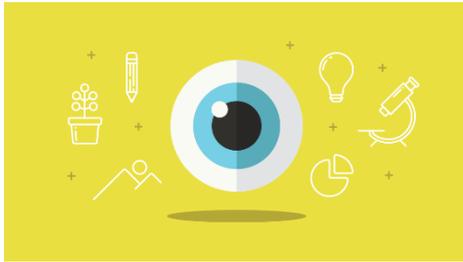
How can knowing your strongest and weakest senses influence you?

Glossary

1. (v.)
to understand
2. (n.) idea
3. (adv.) so
4. (v.)
to influence

What is your key system then?

➤ VISUAL



People with a preference for the visual system **sort**⁵ the world by how it looks. What they see is more important than what they hear or feel. They use picture descriptions a lot in their language, like *see*, *appear*⁶, *view*, or *look*.

When communicating with someone with a visual preference, give them something to ‘look’ over or use pictures and diagrams; they may find it hard to process talking alone. This is also **essential**⁷ to their learning style. Visual preference people can be very creative and are often attracted to jobs that make the most of their **visions**⁸.

➤ AUDITORY

For people with an auditory preference, what they hear is more important than what they see or feel. They prefer to **talk things through**⁹ instead of reading something, so they may well call you to discuss the e-mail you just sent! They are very **sensitive**¹⁰ to tone, **pace**¹¹ and the quality of sounds, which often means they love music and may even play well. It also means that they are quite familiar with tones of voice and **precise**¹² language (they remember exactly what other people said). They learn by listening, and discussion is necessary to them, so they won’t make quick decisions on important things before discussing them. People with this **tendency**¹³ may avoid eye contact, preferring to ‘give you their ear’, which can cause communication issues with people who have other preferences.



➤ KINESTHETIC

For Kinesthetic people, what they feel is more important than what they see or hear. These people are either very **in tune**¹⁴ with their feelings or use external touch to guide them - or both. They learn by doing, so are



less attracted by theory and more interested in trying something out. They often love physical activity and doing **crafts**¹⁵, woodwork or cooking. Because people with a kinesthetic preference **rely on**¹⁶ their feelings, they take a little bit longer to process information than others.

They check in with how they ‘feel’ about what’s just been said. **Comfort**¹⁷ is important to them and they will get **distracted**¹⁸ by

5. (v.) to put in a particular order
6. (v.) to start to be seen; arrive; to seem
7. (adj.) necessary
8. (n.) insight; idea
9. (ph. v.) to discuss sth completely
10. (adj.) affected by
11. (n.) speed
12. (adj.) exact
13. (n.) what you like to do; preferences
14. (idiom) in harmony
15. (n.) sth made by hand; art
16. (ph. v.) to depend on
17. (n.) being physically relaxed; physical ease
18. (adj.) anxious; not able to think clearly

situations where physical needs are not **attended to**¹⁹ (hard seats or no natural light).

➤ **AUDITORY DIGITAL**

For those who score highly on auditory digital, facts, making sense and logic are more important than how something looks, sounds, or feels. They will often talk to themselves a lot as a way of **working through**²⁰ things. They like facts, science, processes, and they need to understand something before they do it.



THINKspot How can you understand your preferences and strengths?

How to deal with people with the different preferred systems?



We will naturally communicate and relate better with people who are similar to us. People who have a strong preference for your least preferred system are likely to be the **annoying**²¹ people who are a **mystery**²² to you. It is also likely you might be in an **intimate**²³ relationship with them because opposites do attract! Don't **panic**²⁴, here are our top

tips²⁵ for dealing with such individuals.

➤ **VISUAL**

If your least preferred system is Visual, then make an extra **effort**²⁶ to prepare for Visual people in meetings; give them something to look at, a presentation or even a list of bullets. It may seem **pointless**²⁷ to you but it will really help them get involved. Notice people who use visual words (like *see, picture, look*) a lot and use those words back to them. This will create a better understanding on their part.

➤ **AUDITORY**

If your least preferred system is Auditory, then make sure to listen carefully to people who like to talk things through. Don't **interrupt**²⁸ or attempt to summarize using your own words. Try instead phrases like 'that sounds like' or 'I hear you'. Explain ideas and concepts at greater length and give them an **opportunity**²⁹ to respond verbally if their opinion is important to you.

19. (ph. v.) to pay attention to

20. (ph. v.) analyze

21. (adj.) making you feel angry

22. (n.) puzzle

23. (adj.) close

24. (v.) to feel nervous

25. (n.) advice

26. (n.) try; attempt

27. (adj.) useless

28. (v.) to stop sb from continuing what they are saying

29. (n.) chance

➤ **KINESTHETIC**

If your least preferred system is Kinesthetic, then you need to be **aware**³⁰ of the feelings of others so as not to accidentally ‘hurt’ them. You are likely to **disregard**³¹ feelings as **fluffy**³² whereas for them it is **data**³³. People with a kinesthetic preference will become very **stubborn**³⁴ if their feelings are **wounded**³⁵. When explaining, walk them through things if you can. Use words like ‘*get a grasp on*³⁶’ or ‘*come to grips with*³⁷’ as these are kinesthetic expressions they can process easily. Be patient if they get **fidgety**³⁸ because they are just fans of comfort.

➤ **AUDITORY DIGITAL**

If this is your least preferred system, then you are likely to **turn people off**³⁹ by being too **vague**⁴⁰ and not following a process. If you need to communicate with people with this preference (and in technical careers there are many), remember to present your facts, talk about the science and take them through a logical sequence. Don’t disregard details. Use non-sensory words like *understand*, *know* and *make sense* and try to avoid ‘feeling’ words.



How can understanding your preferred sense help you at work?

Remember, public speakers, sales people, leaders and teachers all over the world have **benefited**⁴¹ from this **powerful**⁴² concept. Use it **wisely**⁴³.

Reading Check

a. *Read the text and answer the following questions.*

1. What senses are more important to people?
2. What are kinesthetic people’s favorite senses?
3. What are auditory digital people like?
4. How can understanding others’ preferred sense help communication?
5. How can we communicate with an auditory digital person?

b. *Now, discuss your answers with a partner.*

30. (adj.) having knowledge
31. (v.) to ignore
32. (adj.) not serious; silly
33. (n.) information
34. (adj.) single-minded; inflexible
35. (adj.) injured
36. (idiom) to understand; to figure out
37. (idiom) to deal with or understand
38. (adj.) unable to sit still
39. (ph. v.) to cause sb to lose interest
40. (adj.) not clear
41. (v.) to receive an advantage
42. (adj.) strong
43. (adv.) carefully; sensibly

Think, Pair, Share!

c. Read the following statements. Check whether they are true (T) or false (F). If the statement is false, correct it.

1. To communicate effectively, you have to know the preferences of the people you talk to.
2. All visual preference people are very creative.
3. Auditory people prefer reading to being read to.
4. The environment has to be full of crafts and physical activity for kinesthetic people.
5. People whose sense preference is different from yours are very annoying.

d. Now, discuss your answers with a partner.

Think, Pair, Share!

Post-Reading

What are some misunderstandings caused by differences in sense preferences?

a. *Can you add more?*

poor job performance				

b. *Compare with a partner.*

How can we communicate more effectively?

E.g.,

To communicate more effectively, we need to understand other people's preferred senses and ...

Think, Pair, Share!

Vocabulary

a. Fill in the blanks with the correct word. Then, check with your partner.

<i>impact</i>	<i>vague</i>	<i>wounded</i>	<i>crafts</i>	<i>wisely</i>	<i>mystery</i>
<i>intimate</i>	<i>panics</i>	<i>stubborn</i>	<i>fidgeting</i>	<i>disregard</i>	<i>interrupting</i>

1. Kinesthetic people need movement or they will start _____.
2. Misunderstanding happens because the information people with different preferences send to each other can be unclear and _____.
3. People have to use NLP _____ to communicate more effectively.
4. He _____ when communicating with people who are different. He worries a lot.
5. Understanding others' preferences can have a great _____ on your performance in your job.
6. Don't _____ the details. They are important.
7. Some might think that people with different preferences are _____ while it's only a matter of being different.
8. They think _____ friends have similar preferences.
9. Those with a kinesthetic preference often like doing _____, woodwork, and cooking.
10. People's feelings will be _____ and they will feel sad if we don't pay attention to their preferences.
11. Listen to auditory people without _____ them.
12. Some people are a _____ to us because we don't understand them well.

b. Complete the table. Then complete the sentences with the correct word from the table.

Noun	Verb	Adjective	Adverb
	rely		
		distracted	
	attend		
	appear		
mystery			
		essential	

1. Miller is a quite _____ man.
2. I was studying when the noise _____ me.
3. I was not paying enough _____ and I didn't learn the lesson.
4. Never judge people by their _____.
5. The police are investigating his _____ death.
6. Good education is _____ for everyone.

Structure: Talking about the Present

Present Simple Tense:

We use the present simple tense for:

- Facts (things which are true at any time).
For example:
The earth ***moves*** around the Sun.
- Something that always happens or happens regularly (e.g., habits, events on a timetable, etc.).
For example:
We ***use*** our senses differently and this ***impacts*** how we ***communicate***.
They ***learn*** by listening, and discussion ***is*** necessary to them.

Present Continuous Tense:

We use the present continuous for:

- Something happening at this exact moment or around this time.
For example:
Harry ***is arguing*** with the manager again. They usually argue as they don't understand each other.
- For future arrangements.
For example:
Julia ***is seeing*** the manager at 10 a.m. tomorrow. They are going to find a solution to this problem.

NOTE: We don't use the present continuous with certain verbs. Their meaning is usually connected with a state rather than an action (e.g., know, forget, notice, understand, recognize, remember, like, love, hate, want, prefer, need, etc.).

For example:

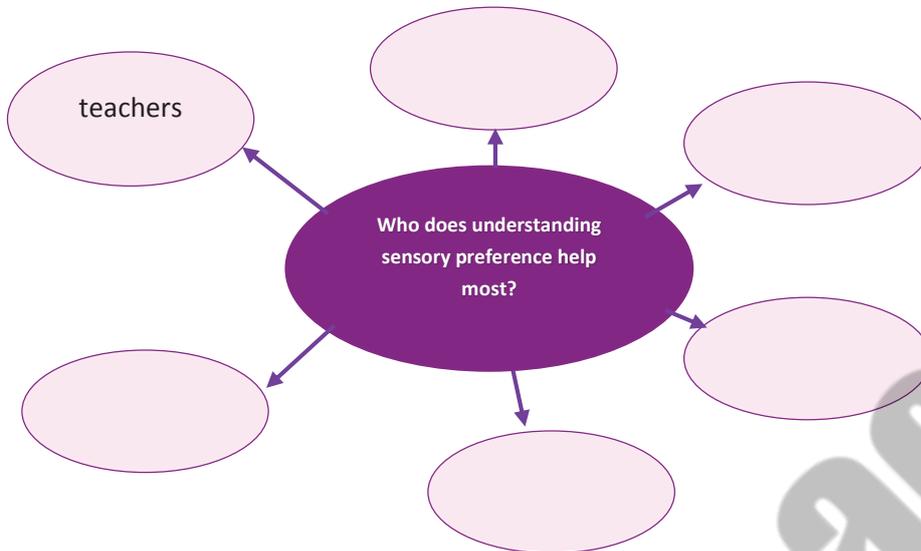
They ***love*** music and may even play well.

Complete the sentences with the correct form (simple present/present continuous) of the verb in brackets.

1. Jake _____ (score) at least one point in every game he plays.
2. I _____ (believe) that they will give Kate a place on the team.
3. Susan _____ (try) to finish her homework today.
4. My dad _____ (cook) Chinese food tonight.
5. My brother loves books. He _____ (read) a book every week.
6. Sam _____ (get up) before 7 a.m. even on Sundays.
7. Look out of the window. A big storm _____ (come).

Post-Reading Tasks

In which jobs can understanding people's sensory preferences affect your level of success more? How?



How can we use the information about our own and other people's sense preferences most effectively? Write a paragraph.

E.g.,

Understanding others' preferences can lead to a lot of success in our work because ...

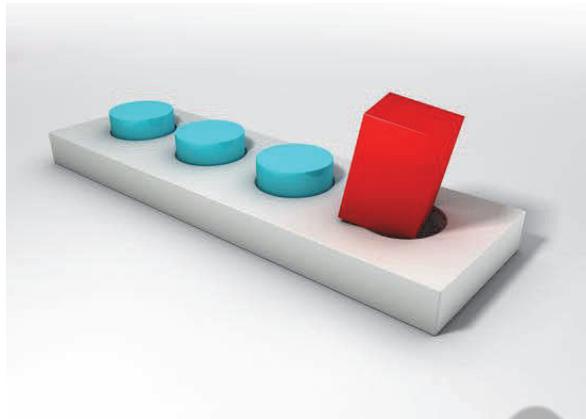
What's More...

Imagine an auditory teacher is talking to a kinesthetic student. Think of the problems that might arise.

Group A: You are the teacher.

Group B: You are the student.

Role-play the conversation.



Let's Role-play!

Do you think people's sensory preferences will be important to future jobs? Can the use of technology or working from home reduce its importance?

E.g., I believe that as technology progresses, its relevance to some jobs will fade. However, ...



Let's Think about the Future!