

Skills for Employability

EBRIS books

# Step UP







Coursebook and eBook

C1








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## Scope and Sequence

<b>Welcome</b>	page 2	In the classroom   Learn about your book   Meet your Employability Skills Coaches
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Module	I can ...	Learning Objectives	Vocabulary
<b>1</b> <b>Communication 1</b> Speaking Professionally pages 5–8	 I can explain how to speak in a professional manner.	<ul style="list-style-type: none"> <li>• Explain the importance of speaking professionally</li> <li>• Identify ways to sound more professional</li> </ul>	<i>ample, approachable, commanding, condescending, conviction, convincingly, ensure, manner, merely, mumble</i>
<b>2</b> <b>Communication 2</b> Developing Presentation Skills pages 9–12	 I can explain how to prepare and deliver efficient presentations.	<ul style="list-style-type: none"> <li>• Explain the importance of good presentation skills</li> <li>• Describe how to create effective presentations</li> <li>• Prepare to give presentations to an audience</li> </ul>	<i>accomplished, anecdote, conversational, cram, lighten up, pitch, recap, rule of thumb, subordinate, wrap up</i>
<b>3</b> <b>Goal Setting</b> Cascading Goals pages 13–16	 I can explain the benefits of cascading a company's strategic goals.	<ul style="list-style-type: none"> <li>• Describe the process of cascading goals</li> <li>• Describe the pros and cons of cascading goals</li> <li>• Explain the benefits of cascading goals for the company</li> </ul>	<i>alignment, break down, bureaucratic, cascade, filter down, inspirational, keep track of, outdated, overload, performance, strategic, transparency</i>
<b>4</b> <b>Teamwork</b> Remote Team Spirit pages 17–20	 I can describe strategies to maintain team spirit in remote working.	<ul style="list-style-type: none"> <li>• Describe the importance and benefits of maintaining the team spirit</li> <li>• Identify ways to build and maintain team spirit in remote working</li> </ul>	<i>camaraderie, compensate, foster, frankly, guru, hybrid, isolated, remotely, underlying, utterly</i>
<b>5</b> <b>Critical Thinking</b> Using Design Thinking pages 21–24	 I can describe design thinking and how it works.	<ul style="list-style-type: none"> <li>• Describe design thinking</li> <li>• Explain the benefits of solving problems with design thinking</li> <li>• Identify the steps of the design thinking process</li> </ul>	<i>brainstorming, collaborative, empathize, immersion, insight, iteration, mainstream, multidisciplinary, prototype, refine, synthesize, unleash</i>
<b>6</b> <b>Leadership</b> Change Leadership pages 25–28	 I can describe change leadership and the characteristics of a good change leader.	<ul style="list-style-type: none"> <li>• Explain the importance and benefits of change leadership</li> <li>• Describe the challenges of change leadership</li> <li>• Describe ways to be a good change leader</li> </ul>	<i>advantageous, downsize, drum up, envision, implement, lay-off, morale, perseverance, resonate with, up-to-date</i>

Pronunciation	Language Strategy	Project	Talk!
Weak and blended pronunciation of <i>to</i>	Guess meaning from context	Interview someone who speaks with confidence	Common mistakes when trying to sound professional
Stressed and unstressed words	Understand colloquial language in presentations	Research tips on preparing effective presentations	Facts on presentation skills
Stress in phrasal verbs	Follow the sequence of arguments	Create an imaginary scenario with a cascading goal	Discuss the facts about companies that use the cascading goals strategy
Weak pronunciation of object pronouns	Infer meaning and attitude	Interview people about their remote working situations and how their companies have ensured a sense of teamwork	Facts about team spirit
Intonation to end or continue a thought	Understand explicit details and examples	Come up with improvements for a product or service using the design thinking process	Discuss statistics about companies that use design thinking
Stress with word endings	Infer the writer's attitude	Create an imaginary scenario where you implement a change to your company	Discuss research related to change leadership

Module	 I can ...	Learning Objectives	Vocabulary
<b>7 Self-Management</b> The Power of Mistakes pages 29–32	 I can explain ways to adopt a growth mindset.	<ul style="list-style-type: none"> <li>Describe the importance of a growth mindset</li> <li>Explain the benefits of having a growth mindset in the workplace</li> </ul>	<i>consequential, discouraged, embrace, hypothesis, mindset, over and over, refute, simply, tenacity, vital</i>
<b>8 Wellness</b> Healthy Thinking pages 33–36	 I can describe ways to maintain healthy thinking.	<ul style="list-style-type: none"> <li>Describe the importance and benefits of healthy thinking</li> <li>Identify strategies and techniques for healthy thinking</li> <li>Explain how to deal with challenges to healthy thinking</li> </ul>	<i>cognitive, compassion, distorted, fall into the trap, jump to conclusions, mindful, misinterpret, obsess about, positively, psychologist, rationally, visualize</i>
<b>9 Social Responsibility</b> Assessing Cultural Differences pages 37–40	 I can explain Hofstede's cultural dimensions.	<ul style="list-style-type: none"> <li>Describe challenges of culturally diverse workplaces</li> <li>Use Hofstede's cultural dimensions to understand my colleagues from different cultures</li> <li>Identify ways to avoid misunderstandings and overcome problems caused by cultural differences</li> </ul>	<i>assertiveness, atypical, conversely, divergent, individualism, indulgent, persistence, restrained, sincerity, thrift</i>
<b>10 Branding</b> Personal Branding Mistakes pages 41–44	 I can describe ways to avoid personal branding mistakes and strategies to fix mistakes if they occur.	<ul style="list-style-type: none"> <li>Detect common branding mistakes</li> <li>Explain ways to avoid common branding mistakes</li> <li>Explain how to repair and maintain a personal brand if mistakes are made</li> </ul>	<i>capitalize on, cutting edge, deviate from, far-reaching, limitation, mismatch, pin the blame on, trait, trustworthy, vent</i>
<b>11 Job Search</b> Building Your Career pages 45–48	 I can explain ways to build my career.	<ul style="list-style-type: none"> <li>State the importance of building my career</li> <li>Describe ways to build my career</li> </ul>	<i>aspire, caveat, finite, frustrated, proactive, recruiter, resilience, savvy, sponsor, trail off</i>
<b>12 Interviewing</b> Following up after an Interview pages 49–52	 I can describe ways to follow up after a job interview.	<ul style="list-style-type: none"> <li>Explain the importance of following up after a job interview</li> <li>Identify the proper ways to follow up after a job interview</li> </ul>	<i>antagonistic, courtesy, digest, intense, job hunter, pest, prospect, pushy, threatening, vie, wordy</i>

Check your understanding .....page 53  
 Discussion strategies.....page 67  
 Vocabulary practice .....page 74  
 Glossary .....page 86

Pronunciation	Language Strategy	Project	Talk!
Linking a vowel to a vowel	Recognize and evaluate the effectiveness of rhetorical devices in media presentations	Research the internet about different responses to mistakes	Discuss research about learning from mistakes
The sounds /j/, /z/, /tʃ/, /dʒ/	Identify key points in conceptual presentations (outside your field)	Choose a technique to improve your thinking habits	Discuss the quotes on healthy thinking
Consonant groups	Identify supporting examples in complex texts	Rate your cultural dimensions and compare with another country	Discuss the United States' score according to Hofstede's Cultural Dimensions
The letter <i>a</i>	Recognize summarizing expressions	Interview someone about their personal brand	Common personal branding mistakes
The sounds /u/, /ʊ/, and /ʌ/	Follow a panel discussion on complex, unfamiliar topics	Identify skills to develop	Discuss statistics about career development
Thought groups	Follow the flow of dialogue in complex discussions	Interview someone who recruits or who got a job in the past few years	Common mistakes job seekers make when following-up after an interview

# Welcome

①

## In the classroom

### A Get to know your classmates

Talk to your classmates. Find someone who matches each prompt. Write their first name on the line. Then ask follow-up questions.

- |                              |   |
|------------------------------|---|
| • enjoys shopping _____      | • can draw _____                        |
| • loves scary movies _____   | • has traveled to another country _____ |
| • is afraid of heights _____ | • is very athletic _____                |



### B Useful language

Here are some examples of strategies that will help you overcome challenges in discussions with classmates or colleagues. Complete the tips with the problems in the box. Then listen and choose the strategies that you hear.

- |                       |                     |
|-----------------------|---------------------|
| a doesn't participate | d speaks too much   |
| b speaks too quickly  | e speaks too softly |
| c goes off topic      | f interrupts others |

- 1 If someone doesn't participate, invite him or her to join in by saying things like ...
  - "What do you think, Diego?"
  - "We haven't heard from Chiyo yet. What do you think about ...?"
- 2 If someone \_\_\_\_\_, get him or her back on track by saying things like ...
  - "Let's return to what Lanh was saying."
  - "That's a good point, but let's get back to the main issue."
- 3 If someone is impatient and frequently \_\_\_\_\_, you can say ...
  - "Wait your turn, please. You'll have a chance to talk in a moment."
  - "Hold on. Let Malik finish what he's saying."
- 4 If someone \_\_\_\_\_ and others don't have the opportunity to speak, you can politely interrupt by saying ...
  - "Thank you, Noor. Now let's hear what other people have to say."
  - "That's an interesting idea. What do you think about that, Jae-jin?"
- 5 If someone \_\_\_\_\_, ask him or her to slow down by saying ...
  - "Would you mind slowing down?"
  - "Could you say that a little more slowly, please?"
- 6 If someone \_\_\_\_\_, and others have trouble understanding what is being said, get him or her to speak up by saying ...
  - "Would you mind speaking up a little?"
  - "I'm afraid we can't hear what you're saying."

### C Discuss

**GROUPS** Discuss the strategies in 1B. Which ones are the most/least useful? Say why.



②

## Learn about your book

1 How many modules are in the course?  
**a** 5                      **b** 9                      **c** 11                      **d** 12

2 How many steps are in each module?  
**a** 6                      **b** 7                      **c** 8                      **d** 9

3 Look at this icon on page 5.  
 It tells you to go to page 68.  
 Read what is on that page.  
 How can you use that  
 information?



Go to page 68.

4 On page 5, Exercise C says Check your understanding. Go to page 54. What is on that page?

- a** questions to test vocabulary
- b** questions to ask my teacher
- c** questions to review the Online Course
- d** questions to ask my partner

5 Look through Module 1. Which Steps in the book refer to Steps in the Online Course?

- a** Steps 1, 2, and 3
- b** Steps 2, 5, and 7
- c** Steps 3, 4, and 6
- d** Steps 5, 6, and 7

6 Look at the I-can statement after Step 7 in each module, for example



I can identify successful communication skills.

What is it for?

7 What will you find on pages 74–85?

- a** listening practice
- b** grammar practice
- c** vocabulary practice
- d** pronunciation practice

8 What will you find on pages 86–87?

- a** a glossary
- b** listening activities
- c** vocabulary practice
- d** an audio script

To find the answers for CHECK YOUR UNDERSTANDING and VOCABULARY PRACTICE you can look in your ebook or use the answer key in the Student's Resources online.

# Meet your Employability Skills Coaches



**MODULE 1**  
Greetings! I'm Dr. Jabu Cele. I have my doctorate in communications and I'm a senior vice president at one of the world's top marketing companies.



**MODULE 2**  
Hi there! I'm Emma Lu, and I'll be your coach for the Communication 2 module. I'm a corporate teamwork coach.



**MODULE 3**  
Hello there. I'm Zehra Teke and I'll be your Employability Skills coach for the module about Goal Setting. I'm a business consultant with a master's degree in management.



**MODULE 4**  
Hello! My name is Kristine Ross. I'm the human resources manager for a large, international company. I'll be your coach for the Teamwork module.

**MODULE 7**  
Hello, my name is Felix Becker. I'm a professional certified life coach and I'll be your coach for the Self-Management module.



**MODULE 8**  
Hello and welcome to the Wellness module. I'll be your Employability Skills coach. My name is Kai Sugimoto. I have a PhD in psychology and I do research on health and wellness.

**MODULE 5**  
Hello. My name is Marek Kamiński. I'm an investigative journalist and I'll be your Employability Skills coach for the Critical Thinking module.



**MODULE 6**  
Hi, I'm Sonia Lopez. I'll be your coach for the Leadership module. I'm the Chief Executive Officer—the CEO—of the Alacarte Restaurant Group.



**MODULE 10**  
Hi. Welcome to the Branding module. I'm Rakesh Patel, and I'm your Employability Skills coach. I work in marketing.

**MODULE 12**  
Hi. My name is Aisha Omar. I'm a career counselor at the U.S. Department of Labor and I'll be your coach for the Interviewing module.

**MODULE 9**  
Hello, there. My name is Ana Silva. I'm the coordinator of social responsibility for a large company and I am your coach for the Social Responsibility module.



**MODULE 11**  
Hello! Welcome. I'm Justin Roy, and I'm your coach for the Job Search module. I'm a career advice blogger and my goal is to help people find their dream jobs.



# Communication 1

## Speaking Professionally

DISCUSSION  
STRATEGIES

Go to page 68.

### Step ① Get started



- A** Refresh your memory! Watch the *What You'll Learn* video.
- B** Look at the photo below. Are these co-workers communicating with each other in a professional manner? Explain.
- C** Check your understanding. Go to page 54.



**Step ② Tell your story**



**A THINK** In your online course, you thought about a time when the tone you or someone else used caused a problem or a miscommunication. What happened and how did you proceed? Listen to the example.

**B PAIRS** Discuss your story.

**C SHARE** Tell your story to the class.

**Step ③ Take away**

**A PAIRS** Review your notes from the online module and complete the chart.

Appropriate tone of voice can ...	Striking the wrong tone can result in ...
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
To feel and sound confident ...	
Before Speaking	During Speaking
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____

**B SHARE** Compare your chart with another pair's. What can you add to your chart?

## Step 4 Activate your knowledge



**A PAIRS** Listen to the conversations. Discuss each person's tone. What problems do you hear? What can the speakers do to sound more professional?

### 1 OSCAR

Oscar is meeting a new co-worker for the first time. Listen to their conversation. What can Oscar do to sound more professional?



### 2 KENT

Kent is giving his co-worker information about an **upcoming** conference. Listen to their conversation. What can Kent do to sound more professional?



### 3 SHIVAYA

Shivaya's manager is giving her feedback on some reports she recently submitted. Listen to their conversation. What can Shivaya do to sound more professional?



### 4 ROSA

Rosa and her co-worker have been assigned to work on a project together. Listen to their conversation. What can Rosa do to sound more professional?



**B PAIRS** Choose two situations from A. Role-play them. Make sure to use professional tone.

**C SHARE** Share your experience with the class. Explain the strategies you used for speaking with a more professional tone of voice.