

StepUP Skills for Employability A2+

Open up to a world of opportunity with *Step Up, Skills for Employability*. This short, six-level course provides you with the essential skills you need to succeed in a competitive job market while developing your English language skills.

Step Up is an online course that lets you learn at your own pace and provides instant scoring and feedback on your performance. You can study it on your own or with a teacher, using this Coursebook.

You will explore employability and job seeking skills across 12 modules:

Branding	Goal Setting	Self-Management
Communication 1	Interviewing	Social Responsibility
Communication 2	Job Search	Teamwork
Critical Thinking	Leadership	Wellness

Develop these skills alongside your English language skills, including vocabulary practice, pronunciation, discussion strategies, and listening, reading, and note-taking skills.



Skills for Employability

Jenni Currie Santamaria

StepUP

Coursebook and eBook

A2+

Coursebook with eBook and Online Course

Online Course

- Self-study, self-paced online course with video and audio, instant marking and feedback.

eBook

- An interactive version of the Coursebook, with interactive activities, instant marking, video, and audio.

Step Up, Skills for Employability is fully accessible on your computer, tablet, and mobile phone so you can enjoy the full functionality of your course wherever you are.

Ready to prove your English skills?

Get exclusive preparation materials for Pearson English exams. [pearsonenglish.com/exams-offer](https://www.pearsonenglish.com/exams-offer)

Learning English with Pearson?

Access English language materials to support your learning journey.



GSE	10	20	30	40	50	60	70	80	90	
Level C1										
Level B2+										
Level B2										
Level B1+										
Level B1										
Level A2+										
CEFR	<A1	A1	A2	A2+	B1	B1+	B2	B2+	C1	C2

Learn more about the Global Scale of English at [english.com/gse](https://www.english.com/gse)



Fast-track your progress

Skills for Employability

Step UP

Coursebook and eBook

A2+








Linda Butler
Robyn Brinks Lockwood
Amy Renehan
Jenni Currie Santamaria

Scope and Sequence

Welcome

page 2

In the classroom | Learn about your book | Meet Your Employability Skills Coaches

Module	 I can . . .	Learning Objectives	Vocabulary
1 Communication 1 How to Communicate Successfully pages 5–8	 I can identify successful communication skills.	<ul style="list-style-type: none"> • Identify ways to communicate a message effectively • Decide the best way to communicate with my audience • Decide the best medium to use for communicating a message • Identify ways to deliver a clear message 	<i>accurate, affect, breakdown, detail, facial expression, formal, informal, interfere, impression, preference, react, record</i>
2 Communication 2 Effective Communication at Work pages 9–12	 I can identify effective oral communication skills in the workplace.	<ul style="list-style-type: none"> • Identify good listening skills • Describe how to manage emotions • Identify effective messaging • Describe effective body language 	<i>blame, calm down, confirm, emotion, express, interrupt, involved, neutral, misunderstanding, pay attention, respond, upset</i>
3 Goal Setting SMART Goals pages 13–16	 I can explain the importance of setting SMART goals and describe how to create them.	<ul style="list-style-type: none"> • Describe SMART goals • Explain the importance of setting goals • State how to improve a SMART goal 	<i>actually, concentrate, detailed, directly, exactly, figure out, on average, original, positive, realistic, related, set aside, side effect, time frame</i>
4 Teamwork Being a Team Player pages 17–20	 I can explain the importance of teamwork and describe the skills of an effective team.	<ul style="list-style-type: none"> • Describe the benefits of working on a team • Describe teamwork skills • State how to improve teamwork skills 	<i>active role, conflict, encourage, flexible, get along with, opinion, rely on, responsible, strength, solve, supportive, weakness</i>
5 Critical Thinking Critical Thinking Skills pages 21–24	 I can explain and describe the steps in the critical thinking process.	<ul style="list-style-type: none"> • Define critical thinking • Describe the steps in the critical thinking process • Identify ways to improve critical thinking 	<i>analyze, claim, decision, dishonest, evaluate, evidence, identify, issue, respected, review, source, viewpoint</i>
6 Leadership Leadership Skills pages 25–28	 I can describe the skills needed to lead people effectively.	<ul style="list-style-type: none"> • Describe the qualities of a good leader • Explain the importance of leadership skills • Identify ways to improve leadership skills 	<i>attitude, brave, feedback, innovation, inspire, motivate, opportunity, outgoing, quality, respect, responsibility, value</i>

Pronunciation	Language Strategy	Project	Talk!
The sound /j/	Listen for examples	Analyze communication skills in different situations	Facts about communication problems at work
The sound /ər/	Listen for reasons	Interview people about their communication skills	Annoying habits of co-workers
Silent letters	Listen for sequencing words	Share your SMART goals	New Year's resolutions survey
Stressed syllables	Listen for enumeration	Survey people about their experiences working in teams	How animals live and work in teams
The letter <i>a</i>	Take notes on critical thinking	Evaluate an issue and come up with a plan	The importance of critical skills in the workplace
The letter <i>o</i>	Listen for introductory phrases	Research a famous leader	Imagine you are the leader of a new country

Module	I can . . .	Learning Objectives	Vocabulary
7 Self-Management Time Management pages 29–32	 I can describe specific strategies for managing and planning my time.	<ul style="list-style-type: none"> • Describe the benefits of using time management tools • Describe four specific time management tools • Identify effective time management strategies 	<i>assignment, catch up, category, deadline, organized, overwhelmed, pile up, put off, rank, strategy, stressful, workload</i>
8 Wellness Healthy Habits pages 33–36	 I can identify healthy and unhealthy habits.	<ul style="list-style-type: none"> • Identify healthy and unhealthy habits • Describe the benefits of having healthy habits • Describe the effects of unhealthy habits 	<i>active, blood pressure, carbohydrate, diabetes, fiber, injury, lactose, lean, mental, muscle, physical, protein, poultry</i>
9 Social Responsibility Personal Responsibility pages 37–40	 I can explain the importance of personal social responsibility and describe workplace etiquette.	<ul style="list-style-type: none"> • Define social responsibility • Explain personal responsibility • Describe workplace etiquette • Identify ways to improve workplace etiquette 	<i>adjust, appropriately, atmosphere, disrespect, distract, focus, negative, productive, promotion, rude, signal, tone</i>
10 Branding Branding Basics pages 41–44	 I can describe strategies for building my personal brand.	<ul style="list-style-type: none"> • Define what a personal brand is • Describe specific strategies for building a personal brand • Identify effective mission statements 	<i>achieve, creative, description, emphasize, highlight, impress, match, notice, ongoing, personality, reflect, revise</i>
11 Job Search What Is Networking? pages 45–48	 I can describe specific strategies for building and growing my professional network.	<ul style="list-style-type: none"> • Define what a professional network is • Explain the benefits of networking • Describe specific strategies for building and growing a professional network 	<i>advice, effective, establish, expand, get-together, in touch with, purpose, reach out, relate, separately, training, update</i>
12 Interviewing Interview Basics pages 49–52	 I can describe specific strategies for preparing for a job interview.	<ul style="list-style-type: none"> • Explain the importance of preparing for a job interview • Describe specific strategies for preparing for a job interview 	<i>a good fit, applicant, casual, confident, discussion, document, dress code, duty, neat, professional, requirement, reference, values</i>

Check your understandingpage 54
 Discussion strategies.....page 68
 Vocabulary practicepage 72
 Glossarypage 86

Pronunciation	Language Strategy	Project	Talk!
Dropped syllables	Keep your notes short	Choose an appropriate planning tool for an event	Discuss different planning tools
The vowels /i/ and /ɪ/	Identify cause and effect	Research a health app or website	How to create good habits
The vowel /ə/ in unstressed syllables	Leave space and adding information later	Research more tips and examples of good and bad workplace etiquette	Workplace culture in different countries
The voiced <i>th</i> sound /ð/	Identify definitions	Write your mission statement	How important is personal branding
The vowel sound /ʌ/	Ask and answer questions	Research two professional groups	Discuss survey results about jobs and networks
Consonant groups	Make inferences	Research a company	Discuss unusual things people did to get a job

To the Teacher

Overview

Step Up is a flexible online course designed for adults or young adults who want to improve their employability skills—whether to get a first job, secure a promotion, find a different job, re-enter the workforce after an absence, or change fields. Although the emphasis of the course is on employability skills, *Step Up* also develops English language skills by providing vocabulary instruction and practice, listening, reading, and notetaking skills, pronunciation practice, and discussion strategies.

Levels

There are six levels of *Step Up*, CEFR A2+ to C1, Global Scale of English (GSE) 34 to 84.

<i>Step Up</i> level	GSE
<i>Step Up</i> A2+	34–43
<i>Step Up</i> B1	41–51
<i>Step Up</i> B1+	49–58
<i>Step Up</i> B2	56–66
<i>Step Up</i> B2+	64–75
<i>Step Up</i> C1	73–84

Two Versions of *Step Up*

Students can study the *Step Up* course in two ways: as a self-study course or as a self-study plus course, which is the self-study course combined with a teacher-led class. As a self-study course, each level of *Step Up* takes students 18 hours to complete, though this may vary as it is self-paced. The teacher-led course provides 14 hours of class time, with additional resources and extension activities available in the Teaching Notes, which would extend class time.

Student's Components

	Self-study course	Self-study plus course
Online Course	✓	✓
Coursebook + eBook or eBook only	✗	✓
Resources (online)	✓	✓

Teacher's Components

	Self-study plus course
Coursebook and/or eBook	✓
Access to the Online Course	✓
Teaching Notes	✓
Resources (online)	✓

The Online Course

Students study the following 12 modules, of which the first nine are **personal and social capabilities** and the last three are **job-seeking skills**:

Module 1 Communication 1	Module 2 Communication 2	Module 3 Goal Setting
Module 4 Teamwork	Module 5 Critical Thinking	Module 6 Leadership
Module 7 Self-Management	Module 8 Wellness	Module 9 Social Responsibility
Module 10 Job Search	Module 11 Branding	Module 12 Interviewing

Each module has an employability skills coach—an animated character—who takes the students through the 10 steps of the module. Step 11 is a progress check; it includes a practice test and a graded test. If the student scores at least 70% on every graded test, they are given access to the final exam. If they score at least 80% on this assessment, they receive a certificate of completion.

For a closer look at the online course, please see the Online Module Walkthrough in the Teacher Resources.

Coursebook/eBook

The Coursebook/eBook is made up of two main sections: the modules and the back matter.

The Modules

Welcome Module

The Coursebook begins with a Welcome Module, which is comprised of four sections to:

- help students get to know each other and form a community of learners
- provide students with useful language they need to work effectively in class
- help students navigate the Coursebook so they get the most out of it
- introduce students to the 12 employability skills coaches they meet in the online course.

The 12 Employability Skills Modules

Following the Welcome Module are the 12 employability skills modules, corresponding to each module in the online course. Students need to do each online module before they come to class. In class, you guide them through each module to reinforce what they have learned online, to deepen their understanding of the material, and to share how they can apply what they have learned to their own lives.

Back Matter

There are four sections in the back of the Coursebook and eBook:

- *Check your understanding* enables students to demonstrate they have understood the material they have studied online and gives them an opportunity to clear up any misunderstandings at the beginning of a class.
- *Discussion strategies* provide students with four different sets of strategies that can help them engage in class. These include how to work with others; clarify what you hear or clarify what you say; get and stay involved in the discussion; and organize your ideas. Audio models enable students to practice their pronunciation.
- *Vocabulary practice* gives students additional practice with the vocabulary they have learned in the online course. The first activity is a word puzzle, and the second activity uses the target words from the puzzle in context. The answers are provided in the eBook and in the Resources.
- *The Glossary* provides the definitions of some words or phrases printed in light brown in the Coursebook to facilitate understanding.

Flexibility

While the sequence of the modules is fixed in the coursebook, you can change the sequence to meet the needs of your students. You may want to have the class review the scope and sequence and vote on which modules to do first. If you change the sequence, we suggest you create a syllabus and upload it to the platform.

Resources for Students

All audio and video files for the online course and all audio files for the coursebook are accessible within the activities in the course. In addition, these audio and video files are also available in the Resources, to allow students to watch or listen whenever they wish without going to the lesson itself. Also included in the Resources are the reading texts, as well as answer keys to the *Vocabulary practice* in the Coursebook.

Resources for Teachers

Teaching Notes

There are general teaching notes to help you get the most out of the course. Then there are notes for each module that begin with an overview of the online module that synthesizes what the students have learned online. Following the overview are teaching notes for each step in the coursebook, including tips, extensions, culture notes, and more.

Module Walkthroughs

There is also a module walkthrough that visually describes a module and the underlying pedagogy for both the online course and the coursebook.

Platform Support

To help you navigate the platform and use all the tools available, there is a guided tour when you first log on to Pearson English Connect. In addition, you will find numerous resources under the "Help" button to orient you to the platform. And to get in touch with support, you can click on Help>Documentation>Contact Support.

Welcome

①

In the classroom

A Get to know your classmates

Play the Name Game.



▶

B Useful language

Complete the conversations with sentences from the box. Then listen and check your answers.

- | | |
|---|--|
| a — Could you explain that? | d I'm sorry. What page? |
| b Did you say a pen? | e What's the word for this in English? |
| c Do you mean first we should work alone? | f What I mean is you shouldn't read aloud. |

OK, everyone. Ask your partner the questions on page 14.

I'm sorry. I don't understand. a

1

2

3

4

5

6

Sure. Turn to page 14. Work in pairs. Ask your partner the questions.

Yes, a pen. Thanks.

An outlet? Thanks.

That? That's an outlet.

Excuse me, Sue.

Sorry. _____

Class, please look at the article on page 8 and read it to yourselves.

OK, everyone. Open your books to page 52.

Yes, that's right.

_____ Read silently.

Page 52.

C Role play

PAIRS Choose a conversation from 1B and role play it. Use different information.

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?



-
- 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 72–83?
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.



1

MODULE

Communication 1

How to Communicate Successfully

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 photos. People at work communicate differently. How do you communicate most often at work or in school? How do you prefer to communicate? Why?
- C** Check your understanding. Go to page 54.



Step ② Tell your story



A THINK In your online course, you thought about a communication experience you had that went well or did not go well. Listen to the example.

B PAIRS Discuss your story.

C SHARE Tell your story to the class.

Step ③ Activate your knowledge

A PAIRS Read the two scenarios that show different communication breakdowns. Discuss the questions for each scenario.

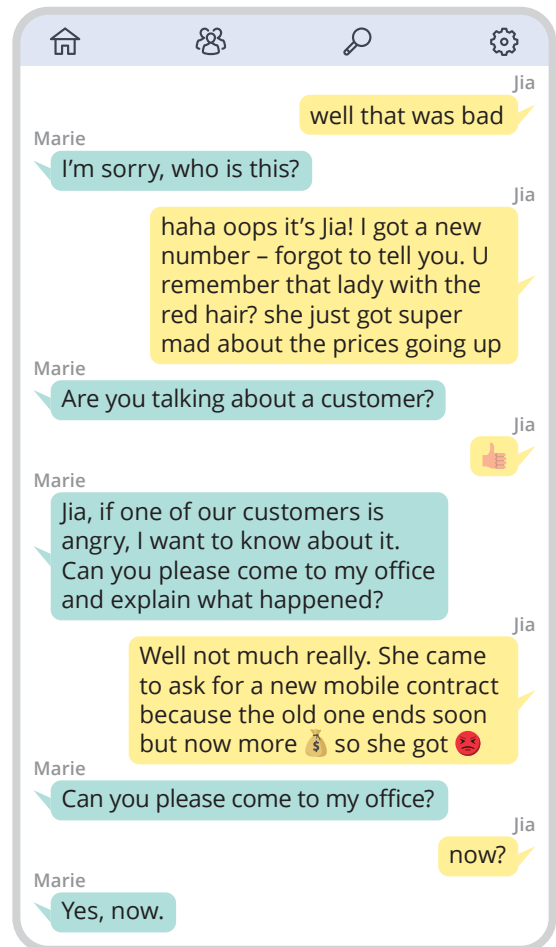
- 1 Sam works as a web **designer** for a home goods company. The laptop he uses for work is getting old and slow, so Sam would like his employer to give him a new one. A new laptop will help him do his work more quickly. It will also allow him to get better **software**, which will make his **designs** better. He wants to talk to his boss, Kara, about this.



Sam: Hey, Kara.
Kara: Hi, Sam. What's up?
Sam: Well, I'm working on the new designs. They're a lot bigger now because we've added videos and some new menus.
Kara: Yes?
Sam: Yeah, well, it's taking me a long time. My computer is kind of slow.
Kara: Oh, I see. Well, we have time. You don't need to finish the design for another couple of weeks.
Sam: OK.

- 1 What is Sam's message? Did he make it clear?
- 2 Did Sam choose the best medium to deliver his message?
- 3 How is Sam's delivery?

- 2 Jia is a customer care **specialist** at a phone store. She had the following text exchange with her manager, Marie. Marie was not happy.



- 1 What is Jia's message? Did she make it clear?
- 2 Did Jia choose the best medium to deliver her message?
- 3 How is Jia's delivery?

B PAIRS Together, think about the advice you could give Sam and Jia to make their communication successful. Take notes.

C SHARE Discuss the mistakes you think Sam and Jia made and present to the class your ideas for improving their communication. Take notes while others are presenting. Can you add anything to your list?

Step ④

Take away

A THINK Think about your communication in the last few days at work or in school. Take notes about one spoken or written example in the chart below.

Communication situation	<i>Meeting at work</i>	
Was my message clear and simple?	<i>Yes—I took notes before the meeting</i>	
Who was my audience?	<i>Company employees in a different city</i>	
What was the medium?	<i>Video conference</i>	
How was my delivery?	<i>OK—I had to repeat a couple of things</i>	
Was this communication successful?	<i>Yes—I think everyone understood me and there were no problems</i>	
What should I do differently next time?	<i>Tell people when they can ask questions</i>	

B PAIRS Compare your charts. Talk about why the communication examples were successful or not successful.

C SHARE As a class, discuss which kinds of communication problems are the most common.

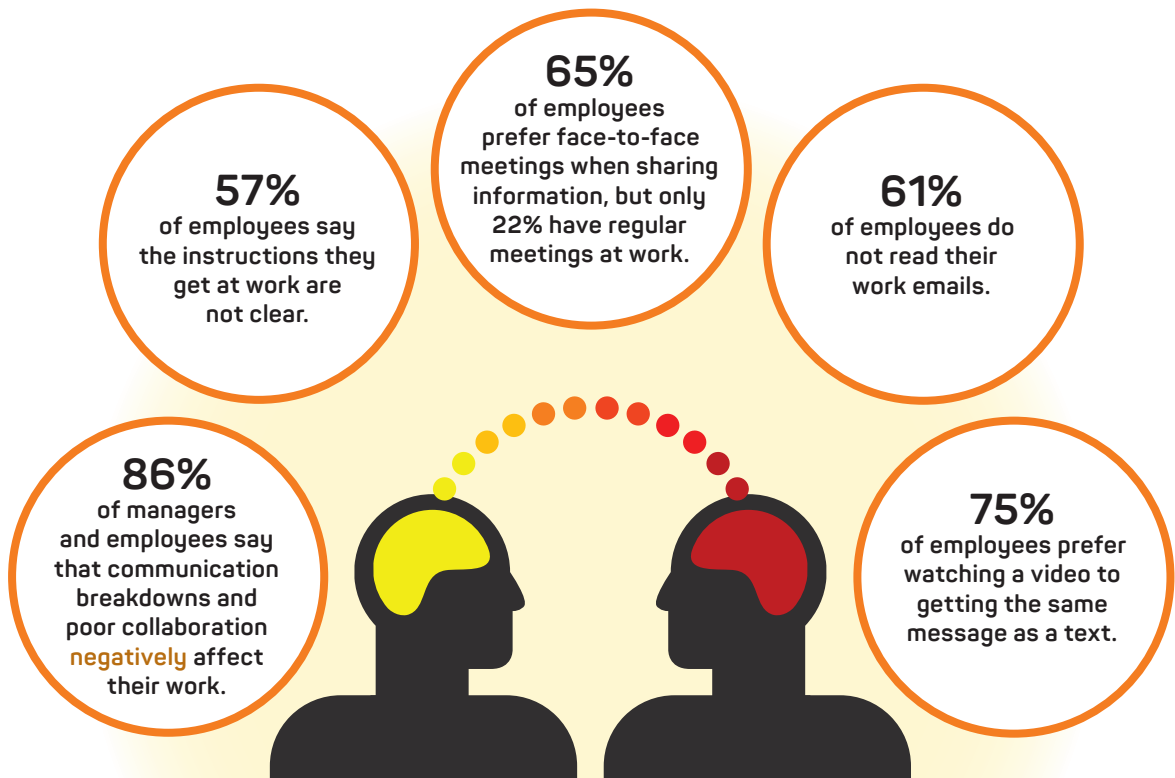
Step 5 Project

PAIRS In your online course, you took notes about people's communication skills on TV. Using your notes, discuss what you found. Read the example.

I watched an interview of two scientists who study oceans. I'd say the style was polite but not too formal. The scientists shared a lot of information which they explained in a simple way so the audience could understand it. From this I learned that it's important to think about your message and present it clearly.

Step 6 Talk!

PAIRS There are many different kinds of communication problems in the workplace. Read the information and then discuss the questions.



- Do any of these facts surprise you? Why or why not?
- Have you had any of these experiences?
- What other problems can cause communication breakdowns?

Step 7 Going forward



A PAIRS In your online course, you reflected on how you could improve your communication skills. Discuss. Listen to the example.

B SHARE Present your ideas to the class.

VOCABULARY PRACTICE

Go to page 72.



I can identify successful communication skills.