

StepUP Skills for Employability B1

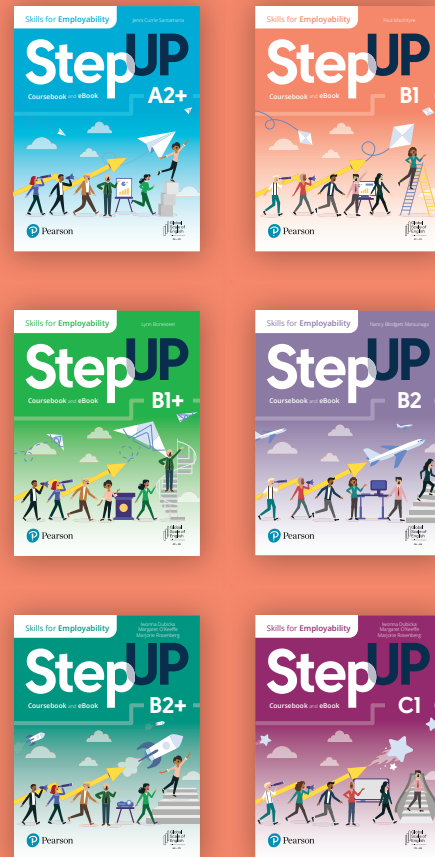
Open up to a world of opportunity with *Step Up, Skills for Employability*. This short, six-level course provides you with the essential skills you need to succeed in a competitive job market while developing your English language skills.

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

Paul MacIntyre

StepUP B1

Coursebook and eBook

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.

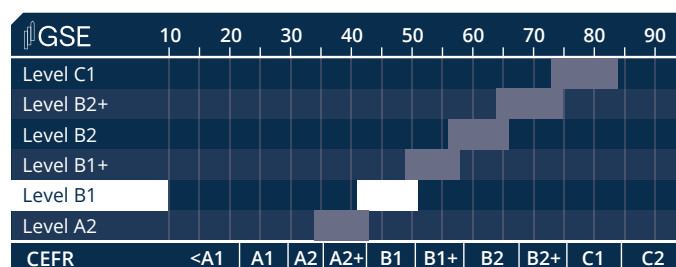
Step Up, Skills for Employability is fully accessible on your computer, tablet, and mobile phone so you can enjoy the full functionality of your course wherever you are.

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.



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



Skills for Employability

Step UP

Coursebook and eBook

B1

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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 Interpersonal Communication Skills pages 5–8	 I can explain the importance of having good interpersonal communication skills.	<ul style="list-style-type: none"> Identify strong and weak interpersonal communication skills Describe specific strategies for making a good first impression Describe specific strategies for communicating information and instructions clearly Describe specific strategies for giving and receiving negative feedback 	<i>approachable, criterion, criticism, defensive, employability, impression, misunderstanding, motivated, respectful, tone</i>
2 Communication 2 Handling Difficult Situations pages 9–12	 I can describe specific strategies for effectively handling difficult situations at work.	<ul style="list-style-type: none"> Identify strong communication skills for handling difficult situations at work Identify communication mistakes Describe specific strategies for dealing with customer problems 	<i>concerned, command, deal with, guidelines, identify, interaction, resolve, respectfully, successfully</i>
3 Goal Setting Short- and Long-Term SMART Goals pages 13–16	 I can explain the importance of setting SMART goals.	<ul style="list-style-type: none"> Define the SMART method Describe the relationship between short- and long-term goals Distinguish short- from long-term goals Identify strong and weak goal statements 	<i>accomplish, achievable, consideration, long-term goal, measurable, milestone, relatively, relevant, short-term goal, time-bound</i>
4 Teamwork Key Attributes of Teamwork pages 17–20	 I can explain the importance of teamwork and describe the characteristics of an effective team.	<ul style="list-style-type: none"> Describe key characteristics of an effective team Identify specific strategies for improving teamwork and collaboration 	<i>achieve, authority, characteristic, collaborate, continuous, credit, effective, facilitate, responsibility, structure</i>
5 Critical Thinking Perspective Taking pages 21–24	 I can explain the importance of perspective taking in the workplace.	<ul style="list-style-type: none"> Define perspective taking Describe the benefits of perspective taking Describe specific strategies for understanding different perspectives 	<i>analyze, beneficial, compromise, creative, crucial, disagreement, diverse, frustrating, personality, perspective, values</i>
6 Leadership Leading a Group pages 25–28	 I can explain the importance of leadership skills and describe specific leadership strategies.	<ul style="list-style-type: none"> Identify leadership skills Describe qualities and behaviors of a good leader Describe specific strategies for leading groups of people 	<i>acknowledge, come up with, encourage, inspire, promotion, role model, supervision, take a risk, vision, vital</i>

Pronunciation	Language Strategy	Project	Talk!
Stressed syllables	Recognize and understand contrastive stress	Ask the four questions about interpersonal communication to a good communicator	How technology is changing the ways we communicate
Silent letters	Summarize explanations or instructions	Search for common workplace communication problems and tips to deal with them	Communication problems in the workplace or at school
Sounds /ə/ and /ɔɪ/	Listen for instructions	Interview a person about a long-term goal and the steps they took to achieve it	The importance of short- and long-term SMART goals in achieving success
Compound nouns	Take notes with symbols and abbreviations	Research different online collaboration tools and choose one that is the most helpful to you	Facts about teamwork
Simple present -s endings	Listen for enumeration	Interview two to three people about their experiences with perspective taking	The importance of perspective taking
Weak pronunciation of object pronouns	Recognize and understand definitions	Interview someone who has a leadership role	Choose the best quote and explain why

Module	I can ...	Learning Objectives	Vocabulary
7 Self-Management Time Logs pages 29–32	 I can describe specific strategies for improving my time management skills.	<ul style="list-style-type: none"> Identify common time management problems Recall specific strategies for solving time management problems Describe the benefits of keeping a time log 	<i>accountable, agenda, correspond, efficient, essential, estimate, interrupt, overestimate, priority, productivity, rule of thumb, underestimate</i>
8 Wellness Balancing Your Wellness Dimensions pages 33–36	 I can describe the dimensions of wellness and strategies for improving wellness.	<ul style="list-style-type: none"> Describe five dimensions of wellness Identify weak and strong areas of wellness Describe specific strategies for improving wellness 	<i>assess, balance, dimension, emotional, fulfillment, intellectual, isolated, mutual, nutritious, spiritual, strengthen, workload</i>
9 Social Responsibility Diversity and Inclusion pages 37–40	 I can explain the importance of diversity and inclusion in the workplace.	<ul style="list-style-type: none"> Define diversity and inclusion Describe the benefits of having a diverse and inclusive work environment Describe specific strategies for implementing diversity and inclusion in the workplace 	<i>acceptance, discrimination, executive, implement, innovative, intolerance, mission, promote, strategy, synergy</i>
10 Branding Building Your Personal Brand pages 41–44	 I can explain the importance of personal branding and describe strategies for building my brand.	<ul style="list-style-type: none"> Describe the components of a personal brand Describe specific strategies for building a personal brand Describe specific strategies for representing a personal brand in a résumé and online 	<i>ambitious, authentic, combination, competitive, expertise, stand out, suitability, unique</i>
11 Job Search How to Build a Network pages 45–48	 I can explain the importance of networking and describe strategies for building my network.	<ul style="list-style-type: none"> Define networking Describe specific strategies to build an online network Describe specific strategies to improve networking IRL 	<i>contacts, enhance, expand, graduate, keep in touch, make small talk, network, profile, recommendation, reputation, virtual</i>
12 Interviewing Preparing for an Interview pages 49–52	 I can describe specific strategies for improving my interview skills.	<ul style="list-style-type: none"> Describe specific tips and strategies for preparing for an interview Identify appropriate responses to common interview questions Describe specific strategies for following-up after an interview 	<i>background, candidate, confidence, factor, illegal, impatient, qualifications, references, relevant, unrelated</i>

Check your understandingpage 54

Discussion strategies.....page 68

Vocabulary practicepage 72

Glossarypage 86

Pronunciation	Language Strategy	Project	Talk!
Simple past <i>-ed</i> endings	Listen for key words and phrases	Research common time management mistakes	Time management personality types
Voiceless <i>/th/</i> sound	Recognize and understand signal words and phrases	Choose one of the dimensions of wellness and create additional tips for how to improve this dimension	Unusual wellness ideas in the workplace
Linking vowel-vowel	Listen for numbers	Research what companies do to promote diversity and inclusion in the workplace	Compare different icebreaker activities to build an inclusive environment
Thought groups	Scan for details using keywords	Present your brand and explain how it makes you stand out	The importance of your online presence and personal branding
Consonant groups	Identify examples as supporting details	Research different sites that are for online professional networking	Different ideas for networking events and activities
Sounds and spelling for vowel <i>/aɪ/</i> , <i>/ɪ/</i> , and <i>/i/</i>	Interview skill: Buying time	Search online for common interview questions and find recommendations on how to answer them	Rank common job interview mistakes

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 folder.
- *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

Say your name and one thing about yourself. Repeat what your classmates said.



B Useful language

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

- | | |
|--|--------------------------------------|
| a What was that last part again? | e Could you explain that a bit more? |
| b Could you speak up, please? | f How do you say "firma" in English? |
| c What's the difference between "I want" and "I would like"? | |
| d you're saying we should interview our partners and take notes? | |

<p>1 I'm sorry. <u>a</u></p> <p>I said to change roles after you finish the conversation.</p> <p>Oh, OK. Got it.</p>	<p>2 Can I ask you a question?</p> <p>Of course.</p> <p>"I would like" is more polite.</p>	<p>3 Just to check, _____</p> <p>That's right.</p> <p>OK. Thanks.</p>
<p>4 Can you remind me? _____</p> <p>Signature.</p> <p>Thanks.</p>	<p>5 Sorry, but I'm not following. _____</p> <p>Sure. Let me give you another example.</p>	<p>6 I'm having trouble hearing you. _____</p> <p>Sorry. Is that better?</p> <p>Yes. Thank you.</p>

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?

DISCUSSION STRATEGIES

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 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.



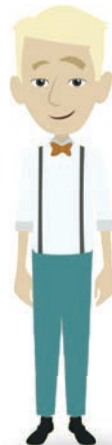
MODULE 10
Hi. Welcome to the Branding module. I'm Rakesh Patel, and I'm your Employability Skills coach. I work in marketing.

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

Interpersonal Communication Skills

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. In what different ways are people communicating? What communication problems may they have?
- C** Check your understanding. Go to page 54.



Step 2 Tell your story



- A THINK** In your online course, you thought about a time that you had to communicate for work, school, or in your personal life. What happened and what did you learn? 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 scenarios below that show people communicating in different situations. Discuss how the people are using their interpersonal skills to communicate and write tips for improvement.
- 1 Read the post written by Zane, a team leader, on a company's website where employees can ask for advice. What could Zane and his team do to improve their communication during online meetings? Take notes.

I've always liked face-to-face meetings at work. I use a lot of body language and **gestures**, and I'm good at turn-taking, so my conversations go very smoothly.

Recently, however, I have started running virtual meetings for my team, and things aren't going so well. There are long pauses and it's difficult to know when someone is finished talking or someone else wants to say something, so we're constantly interrupting each other. Also, after every meeting, I'm finding that many people still have questions that they didn't have a chance to ask during the meeting. It also bothers me and others when people just get up and leave their desks without saying anything or when they turn off their cameras and we can't see their faces. I think this is bad for the atmosphere—you know, how the team members feel about the meeting.

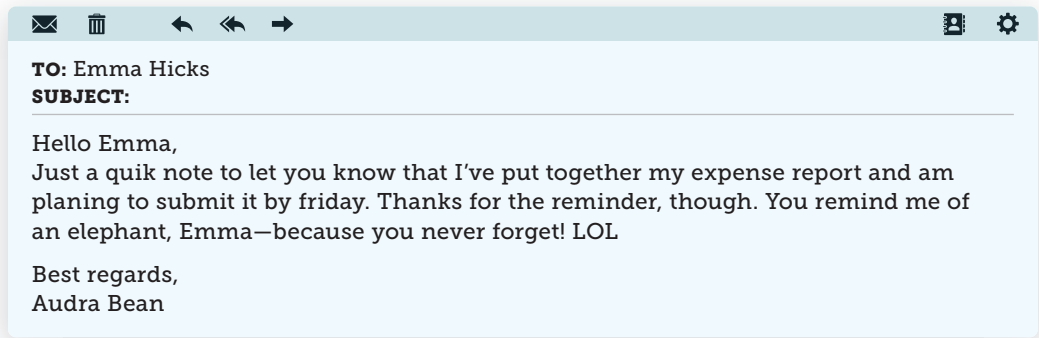
I really miss face-to-face meetings because everyone got to know each other. Now everyone is feeling anxious and uncomfortable because it's difficult to communicate, and there's really no chance to become friendly with colleagues.

- 2 Read the email sent to employees and the reply below. What did the writers of these emails do wrong? How could they improve their written communication? Take notes.

TO: All Staff
SUBJECT: Email to Staff

We're fast approaching March 31, and a lot of you **STILL** haven't submitted your expense reports or selected your vacation days, and I also noticed that several people haven't completed their performance reviews (**THIS MEANS YOU MARK AND AUDRA!**), and some haven't submitted office supply requests, and it's also time to make your meeting room reservations for next month, and tell us if you plan to **donate** to the office charity fund. **GET THESE THINGS DONE!** 😡

Emma,
Acting Office Manager



3 Read and listen to the beginning of a performance interview. What did the manager and Charles, the employee, do well? What could they have done better? Take notes.

Manager: Thanks for coming, Charles. I'll be honest with you. I've done twenty performance reviews a day for the last four days, so I'm sorry if I seem a little stressed.

Charles: I see. Thanks for letting me know.

Manager: First of all, I'd like to thank you for the great work your team did last year. However, it seems the quality of work from your team isn't as high as last year.

Charles: Really? I'm surprised to hear that. According to what criteria?

Manager: It seems clear enough from the customer feedback we've been getting. Can you think of any reasons that your team might be receiving this kind of feedback? Are there any issues you'd like to share with me?

Charles: Are you sure it isn't that new customer feedback form? The questions are pretty confusing. I really don't feel anything about our work has changed.

Manager: We're sure the problem isn't with the form.

Charles: Well, it might be the new employee, William. He's still learning things.

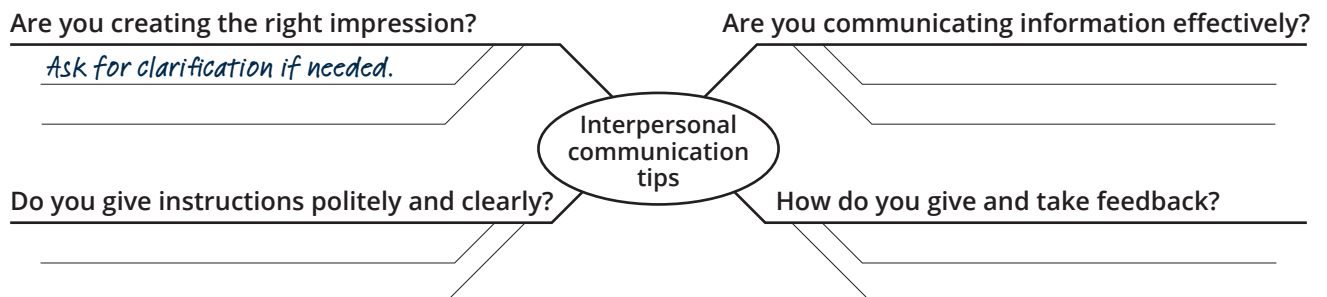
Manager: As team leader, your role is to make sure all the members of your team are taking responsibility for and sharing the team's success.

Charles: Thanks for reminding me of that. Perhaps I need to call a meeting and make sure everyone clearly understands their role as team members.

B SHARE Present your answers to the class. Take notes while other pairs share their answers.

Step 4 Take away

GROUPS of 3-5 Create a diagram and write the interpersonal communication tips from your answers in Step 3 as well as the ones you learned from your classmates. Include four categories, one for each question from the module.



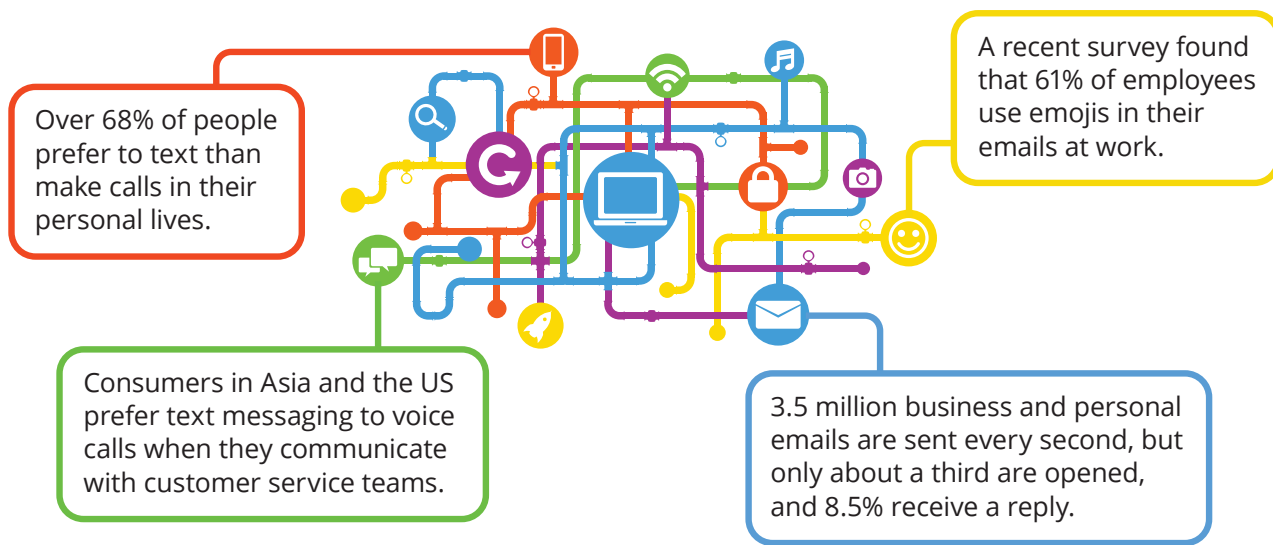
Step 5 Project

PAIRS In your online course, you asked the four questions about interpersonal communication to someone you know who is a good communicator. Share their answers with your partner. Discuss which of the answers were the most interesting and useful and add them to the diagram in Step 4. Read the example.

I interviewed one of my colleagues at work. I think she's especially effective in meetings. In answer to the question—How do you create the right impression?—she said being positive and putting yourself in the other person's position were the two most important guidelines to remember.

Step 6 Talk!

GROUPS of 3–4 As technology makes communication easier and faster than ever before, personal communication is becoming less formal. Discuss how technology is changing the ways we communicate. Use the facts and questions to help guide your conversation.



- Should informal communication be more accepted in the business world?
- In what situations is using emojis and informal language in the workplace acceptable?
- If people prefer to use written communication when they contact customer service, should companies get rid of phone customer service altogether?
- If the new trends in communication continue, what do you think workplace communication will look like ten years from now? What about fifty years from now?

Step 7 Going forward



A PAIRS In your online course, you reflected on which types of situations you will handle differently after studying more about interpersonal communication skills. Discuss. Listen to the example.

B SHARE Present your ideas to the class.



VOCABULARY PRACTICE

Go to page 72.



I can explain the importance of having good interpersonal communication skills.