Step UP 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.

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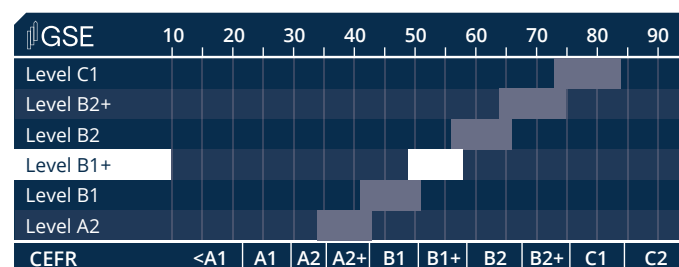
Step Up, Skills for Employability is fully accessible on your computer, tablet, and mobile phone so you can enjoy the full functionality of your course wherever you are.

Ready to prove your English skills?
Get exclusive preparation materials for Pearson English exams. **pearsonenglish.com/exams-offer**

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**

Skills for Employability

Lynn Bonesteel

Step UP

Coursebook and eBook

B1+

Pearson

Global Scale of English
Fast-track your progress

49 – 58

Skills for **Employability**

StepUP

B1+

Coursebook and **eBook**

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Scope and Sequence

Welcome	
pages 2–4	In the classroom	Learn about your book	Meet your Employability Skills Coaches

Module	I can . . .	Learning Objectives	Vocabulary
1 **Communication 1** Resolving Conflict pages 5–8	I can describe specific strategies for managing and resolving conflict.	• Understand what conflict in the workplace is • Describe good conflict resolution practices	*accusation, annoyance, apology, brainstorm, compromise, defensive, frustration, objective, resist, resolve, shut down, tense*
2 **Communication 2** Handling Miscommunication pages 9–12	I can describe miscommunication and the strategies for resolving it at work.	• Describe miscommunication in the workplace • Recognize the consequences of miscommunication at work • Identify ways to fix communication mistakes	*aware, embarrass, excuse, impact, insensitive, panic, passive, profit, respect, undo*
3 **Goal Setting** Monitoring Progress pages 13–16	I can describe strategies for monitoring progress in order to achieve goals.	• Explain the importance of monitoring progress toward goals • Describe two key strategies for monitoring progress toward goals • Identify steps in reviewing and evaluating progress toward goals	*adjust, check-in, committed, effective, evaluate, follow through, monitor, public, reach, reminder, strategy, technique*
4 **Teamwork** Solving Team Problems pages 17–20	I can describe ways to recognize and resolve common team problems.	• Recognize the five most common teamwork problems • Describe ways to solve those team problems	*announce, collaboration, dependable, enthusiasm, inadequate, inflexible, inspire, interact, lack of engagement, open-minded, reduced, responsibility, role, tone*
5 **Critical Thinking** Analyzing and Evaluating Information pages 21–24	I can describe critical thinking and explain its importance in analyzing online information.	• Describe critical thinking and why it matters • Identify the characteristics of reliable and unreliable online information • Describe how to analyze and evaluate the reliability of online information	*authority, biased, commercial, credentials, credible, neutral, qualified, relevant, reliable, reputable, scheme, verify*
6 **Leadership** How to Be a Leader pages 25–28	I can explain how to be a good leader.	• Describe the skills needed by good leaders • Identify leaders' common strengths and weaknesses	*cooperate, coordinate, cope with, critical, determination, ensure, failure, impressed, intimidated, mentor, motivate*

Pronunciation	Language Strategy	Project	Talk!
The letter *o*	Recognize definitions	Interview people about a workplace conflict they had and then resolved	Rate five common workplace conflicts
The vowels /i/ and /ɪ/	Organize your ideas	Research communication problems and effective tips online	Reasons leading to miscommunication at work
Stressed syllables	Identify comparisons	Make a questionnaire and interview people who achieved a personal goal	Successful people who achieved their goals
The sound /ʃ/	Summarize	Research a common team problem and suggest a solution	Different types of team players
Consonant groups	Infer a writer's purpose	Find and explain why a source is reliable	Ways to verify online information
The sound /ər/	Recognize a speaker's attitude	Interview people about leaders they have worked with	Facts about how to achieve effective leadership

Module	🔍 I can . . .	Learning Objectives	Vocabulary
7 **Self-Management** Time-Management Strategies Pages 29–32	I can explain time-management strategies related to procrastination.	• Explain what procrastination is and why it is a problem • Describe the common reasons people procrastinate • Identify strategies to overcome procrastination	*accomplishment, appealing, complex, distract, have a handle on, incentive, overcome, overwhelming, prioritize, rank, rewarding, workload*
8 **Wellness** Managing Stress pages 33–36	I can explain how to manage stress.	• Identify three common types of things that cause stress • Explain how stress affects us • Describe ways to manage stress	*address, anxious, commit to, get rid of, grateful, nausea, pressure, psychological, recognize, relaxation*
9 **Social Responsibility** Business Sustainability pages 37–40	I can explain what business sustainability is.	• Explain how business sustainability relates to the planet, people, and profit • Describe things companies can do to improve business sustainability	*abuse, assess, disposal, diversity, emission, investment, manufacturer, practice, pursue, value*
10 **Branding** Creating a Career Portfolio pages 41–44	I can explain how to create a career portfolio.	• Explain the purpose of a career portfolio • Describe the components of a career portfolio • Explain two ways to prepare a career portfolio for sharing	*certification, contribution, evaluation, highlight, overview, relate, résumé, stand out, summarize, supervise, trait, transcript*
11 **Job Search** The Information Interview pages 45–48	I can explain how to have an informational interview.	• Describe the purpose of an informational interview • Explain how to have a successful informational interview	*advance, awkward, candidate, conduct, criticize, downside, entry-level, first-hand, good fit, impression, potential, trend*
12 **Interviewing** The Interview pages 49–52	I can explain how to prepare for a good job interview.	• Describe the eight most common types of interview questions • Explain how to respond appropriately to interview questions	*anticipate, applicant, characteristic, circumstance, excel, face, former, productive, rejection, sell yourself, shortcoming*

Pronunciation	Language Strategy	Project	Talk!
Silent letters	Listen for enumeration	Keep track of your own procrastination	Procrastination stories
Can and *can't*	Name topics and subtopics	Create a survey and interview people about managing stress	Rank activities to help manage stress
Blending: *want to* and *have to*	Define key terms	Interview people about their employer's sustainability practices	Tips to help you and your company be more sustainable
The vowel sound /ʌ/	Recognize important information	Search for a job online and prepare three pieces of a career portfolio	The benefits of a career portfolio
Sounds and spelling: the vowels /aɪ/, /ɪ/ and /i/	Preview a text	Write questions for an informational interview	Facts about job hunting
The sounds /u/, /ʊ/, and /ʌ/	Make inferences	Research a job online, find key words, and answer the most common interview questions	Ten unusual interview questions

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.

Step Up level	GSE
Step Up A2+	34–43
Step Up B1	41–51
Step Up B1+	49–58
Step Up B2	56–66
Step Up B2+	64–75
Step Up 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 Branding	Module 11 Job Search	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 synopsizes 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 Walkthrough

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

Talk to your classmates. Find someone who matches each prompt. Write their first name on the line.
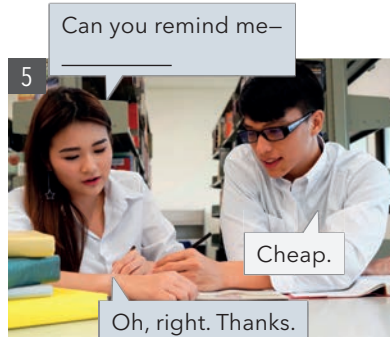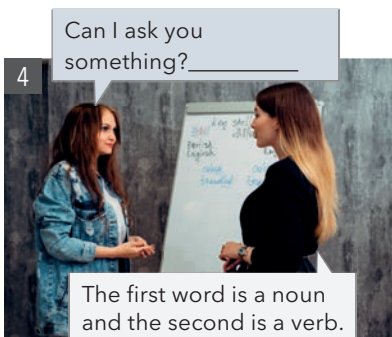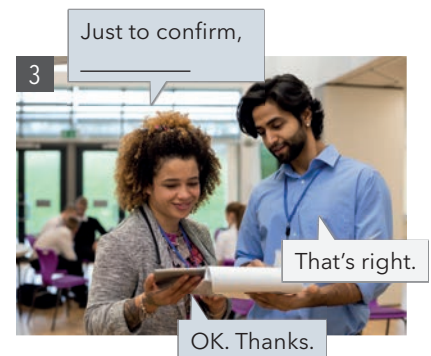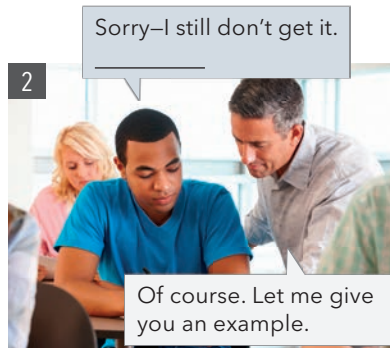
Find someone who...

- loves to read _____
- enjoys cooking _____
- has a pet _____
- is great at math _____
- has ridden a motorcycle _____
- has travelled to another country _____

▶ B Useful language

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

a ~~Can you repeat the instructions?~~

b What's the difference between "advice" and "advise"?

c you're saying we should do this for homework?

d How do you pronounce this word?

e what's the English word for "barato"?

f Could you explain that a bit more?

1
_a_
Sure. Practice the conversation with a partner.
OK.

2
Sorry—I still don't get it. _____
Of course. Let me give you an example.

3
Just to confirm, _____
That's right.
OK. Thanks.

4
Can I ask you something?_____
The first word is a noun and the second is a verb.

5
Can you remind me— _____
Cheap.
Oh, right. Thanks.

6
_____
Repeat after me: gorgeous.
Gorgeous.
Correct.

C Role play

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

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

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

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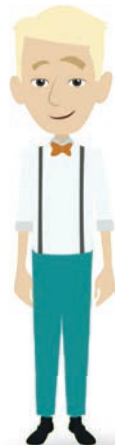
MODULE 12
Hi. My name is Aisha Omar. I'm a career counselor at the U.S. Department of Labor and I'll be your coach for the Interviewing module.

1

MODULE

Communication 1
Resolving Conflict

Step ① | **Get started**

▶ **A** Refresh your memory! Watch the *What You'll Learn* video.

B Look at the photo. What advice could you give the two people to help them manage their conflict?

C Check your understanding. Go to page 54.

Step ② | Tell your story

A THINK In your online course, you thought about a time you resolved a conflict at 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 situation. Then listen to two versions of a conversation between Lucas and Paul. What is the conflict?
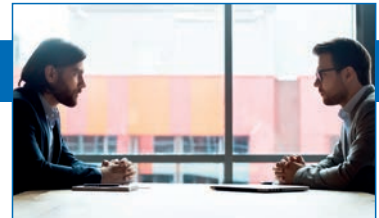
Situation
Lucas and Paul are coworkers at an insurance company. Lucas has worked there for several years. Paul has been there for two months. When Paul was hired, Lucas's supervisor asked him to help Paul out.

The conflict is _____ .

B SHARE Listen again. Analyze how Paul and Lucas communicated. What did they do right or wrong in each conversation? Take notes in the charts.

CONVERSATION 1
Examples of good communication:
Examples of bad communication:

CONVERSATION 2

**Examples of good communication:**

Examples of bad communication:

C PAIRS Which conversation is more successful at resolving the conflict? Explain.

D SHARE Present your answers to **C** to the class. Add notes to the chart while other pairs share their answers.

Step ④ | **Take away**

GROUPS of 3–5 Complete the chart. Write the conflict resolution tips from your answers to Step 3, the ones you learned from your classmates, and any others you learned in the course.

Listen

Speak your mind

Conflict Resolution Tips

Find a solution
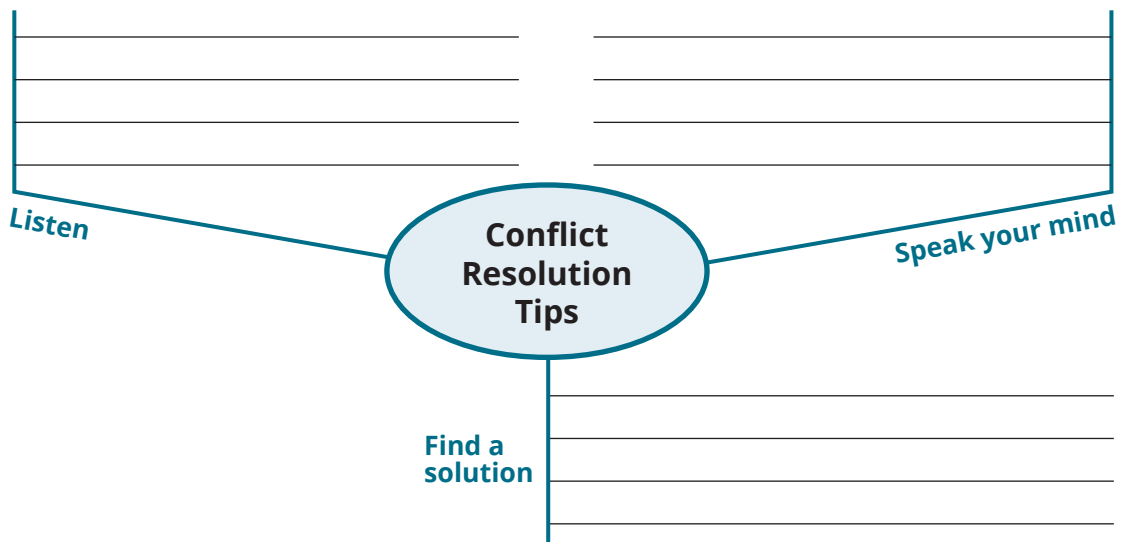
Step ⑤ | Project

PAIRS In your online course, you interviewed one to two people who had a workplace conflict and resolved it successfully. Discuss how the conflicts were resolved. Did the people use any of the suggestions from the module? Which ones? Read the example.

I interviewed my brother about a conflict he had at work. He's a paralegal and he missed an important deadline. The lawyer he was working for was concerned, but she didn't yell at my brother or get upset. She used "I" messages so that my brother didn't get defensive. Instead, he took responsibility and apologized. They discussed why it happened and thought of a plan to make sure it didn't happen again.

I think the conflict was resolved for several reasons. First, the lawyer remained calm and used "I" messages instead of making accusations. Second, my brother took responsibility for his mistake and apologized. Finally, they brainstormed and found a solution to prevent it from happening again.

Step ⑥ | Talk!

GROUPS of 3–4 Conflicts will always occur in the workplace. Here are five common workplace conflicts. Rate them from 1–5, from the least serious to the most serious. Compare your responses. Talk about why you rated the conflicts the way you did.

Workplace Conflicts
☐ poor communication
☐ personality differences
☐ irritating behaviors
☐ unclear or poor management
☐ unfair treatment

"Ready for your first lesson in conflict resolution?"

Think of another conflict. Discuss why you added it and how serious you think it is.

_____

_____

Step ⑦ | Going forward

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

B SHARE Present your ideas to the class.

📖 **VOCABULARY PRACTICE**
Go to page 74.

I can describe specific strategies for managing and resolving conflict. ☐