

# StepUP Skills for Employability B2

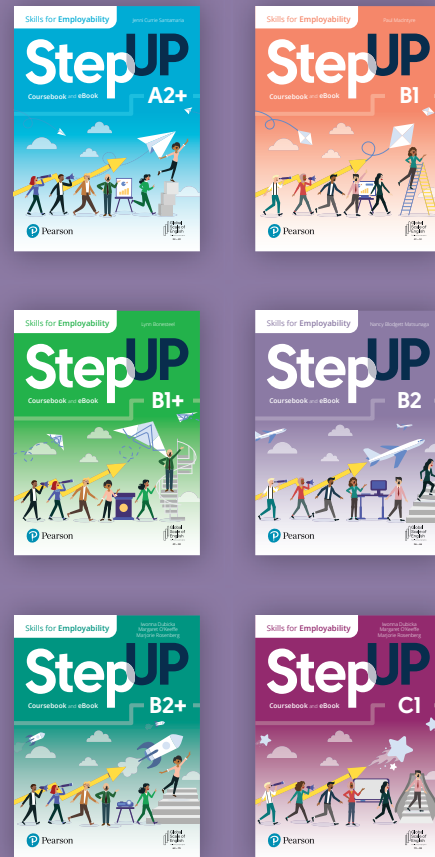
Open up to a world of opportunity with *Step Up, Skills for Employability*. This short, six-level course provides you with the essential skills you need to succeed in a competitive job market while developing your English language skills.

*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

Nancy Blodgett Matsunaga

# StepUP B2

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.



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)



Skills for Employability

# Step UP

Coursebook and eBook

B2

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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
<b>1 Communication 1</b> Active Listening pages 5–8	 I can explain the importance of and describe specific strategies for active listening.	<ul style="list-style-type: none"> <li>Recognize the three parts of active listening</li> <li>Explain the importance of active listening</li> <li>Describe specific strategies that show active listening</li> </ul>	<i>attentive, clarify, engage, expand, focus, impatient, multitask, non-verbal cue, refresh, retain</i>
<b>2 Communication 2</b> Building Rapport pages 9–12	 I can explain work rapport and describe strategies for building and maintaining it.	<ul style="list-style-type: none"> <li>Explain what rapport is and its role in good work relationships</li> <li>Describe specific strategies for building rapport</li> <li>Describe specific strategies to maintain rapport</li> </ul>	<i>at ease, atmosphere, common ground, establish, foundation, harmonious, inappropriate, interact, mutual, open, shut someone down</i>
<b>3 Goal Setting</b> Strategic Career Goals pages 13–16	 I can explain the importance of strategic career goals and identify skills and steps to reach them.	<ul style="list-style-type: none"> <li>Explain the importance of strategic career goals</li> <li>Describe how to use short-term goals as stepping stones</li> <li>Explain when and how goals should be re-aligned</li> <li>Describe specific strategies to transfer skills to a new career</li> </ul>	<i>adjust, long-term, pursue, re-align, short-term, start from scratch, stepping stone, timeline, transferable skills</i>
<b>4 Teamwork</b> Preventing and Managing Group Conflict pages 17–20	 I can explain causes of group conflict and describe strategies for preventing and managing conflict.	<ul style="list-style-type: none"> <li>Explain the common causes of conflict</li> <li>Describe specific strategies to prevent conflict</li> <li>Describe specific strategies to manage conflict</li> </ul>	<i>acknowledge, brainstorm, compromise, critical, defensive, diversity, escalate, foster, inclusive, morale, prevention</i>
<b>5 Critical Thinking</b> Evaluating Information pages 21–24	 I can describe specific strategies for evaluating information.	<ul style="list-style-type: none"> <li>Describe specific strategies to evaluate the credibility of a claim</li> <li>Describe specific strategies to evaluate the reliability of the evidence</li> <li>Explain three strategies to evaluate the logic of the evidence</li> </ul>	<i>bias, cite, claim, credible, evidence, flaw, logical, reliable, statistics, vague, verify</i>
<b>6 Leadership</b> Building Leadership Skills pages 25–28	 I can describe important skills of good leaders and strategies for good leadership.	<ul style="list-style-type: none"> <li>Describe five specific skills that good leaders use</li> <li>Explain how to develop these skills</li> </ul>	<i>challenge, collaboration, constructive, delegate, effective, empower, micromanage, motivate, persuasion, pushback, resistant, vision</i>

Pronunciation	Language Strategy	Project	Talk!
Pronouncing <i>th</i>	Clarify and paraphrase	Use an active listening strategy in a real-life situation	Discuss facts about active listening
The letter <i>s</i>	Listen for tone	Interview people who have good rapport skills	Use icebreakers to develop rapport
Weak pronunciation of <i>has</i> and <i>have</i>	Listen for context clues to understand idioms	Interview a person who followed a plan to achieve their goal	Figure out long-term goals and strategies to reach them
Syllables and stress with adjective endings	Listen for purpose or cause and effect	Interview people about their conflict management strategies	Compare different types of communication at work in terms of preventing and managing conflict
Consonant groups	Identify referents for the pronouns <i>one</i> , <i>this</i> , and <i>it</i>	Evaluate the credibility of a chosen source of information	Discuss challenges around finding trustworthy sources for information or news
Contractions with <i>will</i>	Listen to make predictions	Research a leader you admire and describe their leadership skills	Choose your own board of directors

Module	I can ...	Learning Objectives	Vocabulary
<b>7 Self-Management</b> Persistence pages 29–32	 I can describe the importance of persistence and specific strategies to develop the <i>yet</i> attitude.	<ul style="list-style-type: none"> <li>• Explain what persistence is and why it is important</li> <li>• Explain what the <i>power of yet</i> is and how it can affect your mindset</li> <li>• Describe specific strategies to develop persistence and the <i>yet</i> attitude</li> </ul>	<i>capacity, discouraged, encounter, input, obstacle, optimism, overcome, overwhelming, potential, renewed, setback, stumble</i>
<b>8 Wellness</b> Improving Your Wellness pages 33–36	 I can explain the habits and importance of wellness and describe specific strategies for improving it.	<ul style="list-style-type: none"> <li>• Explain the importance of evaluating personal routines to improve wellness</li> <li>• Describe ways to replace unhealthy habits with healthy ones</li> <li>• Describe ways to maintain healthy habits</li> </ul>	<i>athletic, diet, drain, encompass, habit, meditate, nutritious, priority, proven, replace</i>
<b>9 Social Responsibility</b> Giving Back pages 37–40	 I can explain the benefits of social responsibility and describe ways to give back.	<ul style="list-style-type: none"> <li>• Explain the benefits of giving back to the community for individuals and businesses</li> <li>• Describe ways companies give back to the community or society</li> <li>• Describe ways employees can give back when their company doesn't have programs</li> <li>• Describe ways to give back when you aren't working for a company</li> </ul>	<i>capable, cause, donation, drive, fundraiser, incentive, moral, network, obligation, participate, reputation, volunteer</i>
<b>10 Branding</b> Branding Yourself Online pages 41–44	 I can describe strategies for developing my personal online brand.	<ul style="list-style-type: none"> <li>• Describe essential things to consider when building your brand online</li> <li>• Explain how to network online and use social media to advance my career</li> <li>• Describe specific strategies for protecting my information</li> <li>• Explain how to tell my story</li> </ul>	<i>consistent, genuine, perception, portray, presence, privacy settings, relevant, selective, temperament, visible, work ethic</i>
<b>11 Job Search</b> Researching Companies pages 45–48	 I can describe the benefits of and specific strategies for researching companies during the job-search process.	<ul style="list-style-type: none"> <li>• Describe specific strategies to research companies</li> <li>• Explain where and how to find specific, in-depth company information</li> <li>• Explain the benefits of researching companies</li> </ul>	<i>at a glance, background work, business plan, due diligence, inside scoop, keyword search, knowledge base, long-term prospects, mission statement, narrow the field, perfect fit, work-life balance</i>
<b>12 Interviewing</b> Difficult Interview Questions pages 49–52	 I can describe strategies for answering both common and difficult interview questions.	<ul style="list-style-type: none"> <li>• Describe specific strategies to answer common interview questions</li> <li>• Explain how best to prepare for an interview</li> <li>• Describe techniques to deal with challenging interview questions</li> </ul>	<i>buy time, emphasize, on the spot, present, self-doubt, strategy, stump, take the lead</i>

Check your understanding .....page 54  
 Discussion strategies.....page 68  
 Vocabulary practice .....page 74  
 Glossary .....page 87

Pronunciation	Language Strategy	Project	Talk!
The <i>-ed</i> endings in adjectives	Listen for explanations	Interview someone with a positive attitude to learn about their strategies and solutions when facing problems	Learn about four famous people who persisted and then reached their goals
The letter <i>a</i>	Listen for main ideas and details	Research ways to improve your wellness and write five healthy habits that you want to try	Discuss wellness practices around the world
Linking identical consonants	Listen for transition words of addition	Research or interview someone about programs at work for giving back	Ways to volunteer if you do not have much time
Linking a vowel to a vowel	Read to identify supporting reasons	Interview two people with a strong, successful online presence	Discuss social media facts about job seekers and employers
Stressed syllables in nouns	Collocations	Research a company you would like to know more about	Discuss your priorities when job hunting
Weak and blended pronunciation of <i>to</i>	Euphemisms	Search for difficult interview questions and then answer them	Discuss statistics on interview behavior

# 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**:

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

Find someone who...

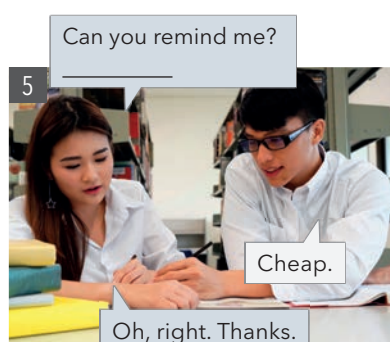
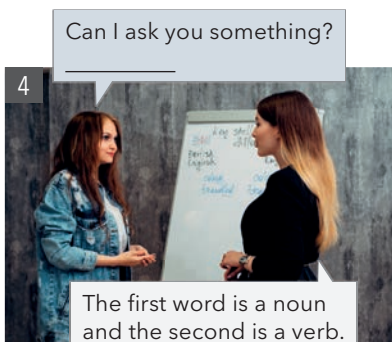
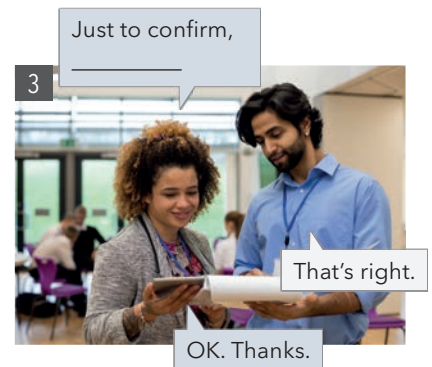
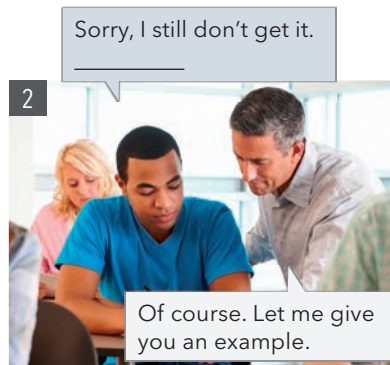
- has received good news this month \_\_\_\_\_
- had a hard time getting to class \_\_\_\_\_
- can recommend a funny TV show \_\_\_\_\_
- knows how they would spend \$1 million \_\_\_\_\_
- broke a bone when they were a child \_\_\_\_\_
- solved a technology problem this week \_\_\_\_\_



### B Useful language

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

- |  |   |
|--|---|
| a Can you repeat the instructions?                     | d What's the English word for "barato"?         |
| b How do you pronounce this word?                      | e you're saying we should do this for homework? |
| c What's the difference between "advice" and "advise"? | f Could you explain that a bit more?            |



### 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?

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- 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.



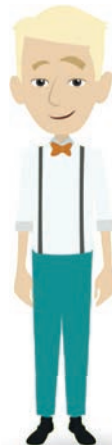
**MODULE 10**  
Hi. Welcome to the Branding module. I'm Rakesh Patel, and I'm your Employability Skills coach. I work in marketing.

**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

## Active Listening

### 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. Are all the people using good active listening strategies? Why or why not?
- 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 needed active listening skills 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** Listen to a conversation between Sarah and Pietro, who are web designers on a project together. Pietro has just met with their clients and is filling Sarah in on the details. Pay attention to how each person uses active listening skills. What are they doing correctly or incorrectly? Check the boxes and discuss if you think this was a successful conversation or not.



This person ...

- |   | Pietro                   | Sarah                    |
|---|--------------------------|--------------------------|
| 1 is taking notes                                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 is paraphrasing sentences                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 is asking questions for clarification           | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 seems distracted                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 is multi-tasking                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 sometimes interrupts                            | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 sounds impatient                                | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 sometimes finishes the other person's sentences | <input type="checkbox"/> | <input type="checkbox"/> |

Pietro

Sarah

**B PAIRS** Choose if you are Student A or B. Study your card and perform the role play with your partner using your own ideas and the active listening strategies from the online module. Then give each other feedback on how well you felt the other person was listening.



**Student A**

You are an employee at a small gift and **souvenir** shop. Your boss is going to talk to you about changing the store display.

- You are counting the cash in the cash drawer when your boss starts talking to you. Ask your boss to wait a minute so you can write down the number and then start taking notes.
- Make sure you understand exactly what changes your boss is describing. Paraphrase and ask questions for clarification.
- Ask if you need to change around everything in the entire store.
- As you are listening, there are customers already coming in. It's a busy weekend day and you are not sure this is the best day to make the changes.

**Student B**

You are the owner of a small gift and souvenir shop. You need to talk to an employee about changing the store display.

- The ceramic vases are very popular and should be placed in the window to attract more customers.
- The USB drives should be closer to the cash register. They are small and easy to steal, so they need to be where you can see them.
- In general, you want to give the store a "cleaner" look, for example, by adding more space between items.
- You have a lot of errands to run and won't be in the store. You need your employee to take care of this today.
- You are in a rush so you are a little impatient as you describe the changes to your employee.

**Step 4****Take away**

**A** Complete the table with the **Dos** and **Don'ts** and their reasons from the list.

- Ask questions
- Refresh memory
- Check you've understood
- Make eye contact

- Finish someone's sentences
- Keep phone or laptop open
- You will have a turn to speak
- It's disrespectful

Dos	Reason
Take notes	
	Shows you're listening
Paraphrase	
	Clarify information

Don'ts	Reason
	Can distract you
Multi-task	
	Not polite and you can't be sure what the other is going to say
Show signs of feeling impatient	

**B PAIRS** Compare your charts. Discuss which of the **Dos** you find easy or difficult to use when listening and any **Don'ts** that you sometimes do without thinking.

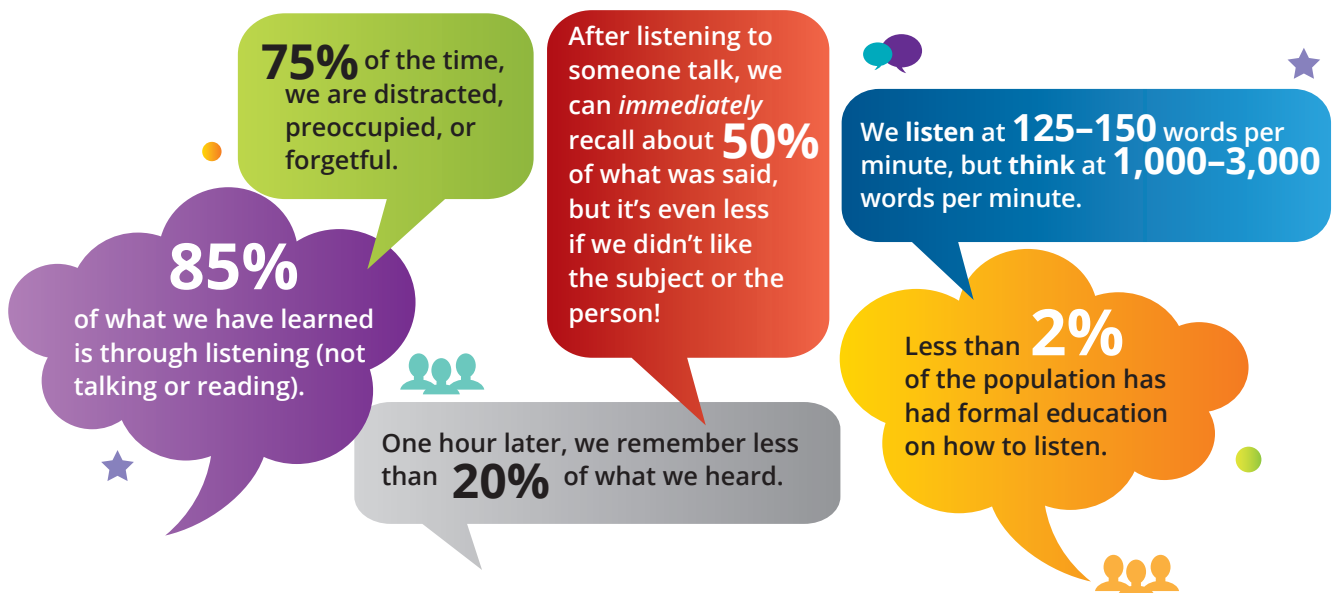
## Step 5 Project

**PAIRS** In your online course, you chose an active listening strategy from this module and then used it in a situation where you needed to actively listen. Explain what the situation was and how well the strategy worked. Read the example.

*I tried taking notes during a meeting with my manager. We're usually really busy and there isn't time. But this time I asked her to wait a minute so I could take notes. She actually seemed to appreciate it; she could see I was trying to pay attention. It was really helpful in the end because I got all the details I needed without having to go back and ask questions.*

## Step 6 Talk!

**PAIRS** Listening is something that we just do without thinking. However, we have all been in situations where we suddenly realize that we haven't been listening to a word of what the other person has been saying! Read these facts about listening.



- Do any of the facts surprise you? Why?
- Do they remind you of interactions that you have had?
- Are there any facts that help you understand some of the things you do?

## Step 7 Going forward



**A PAIRS** In your online course, you reflected on what situations in your life you will handle differently after studying more about active listening. Discuss. Listen to the examples.

**B SHARE** Present your ideas to the class.

**VOCABULARY PRACTICE**

Go to page 74.



I can explain the importance of and describe specific strategies for active listening.