

StepUP Skills for Employability B2+

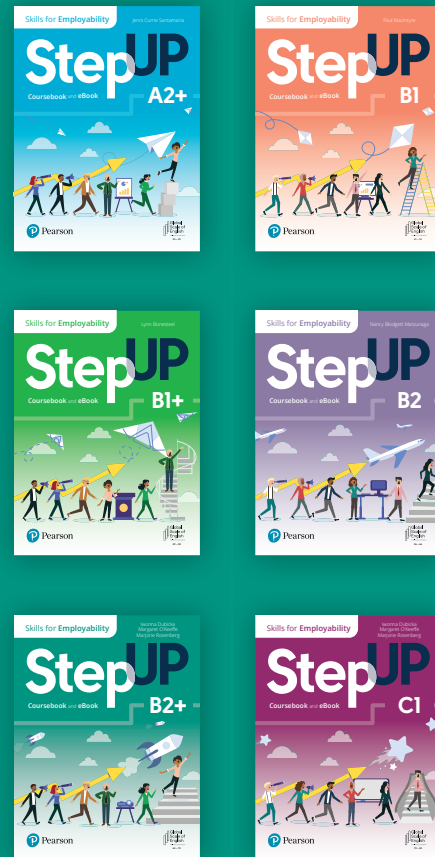
Open up to a world of opportunity with *Step Up, Skills for Employability*. This short, six-level course provides you with the essential skills you need to succeed in a competitive job market while developing your English language skills.

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

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StepUP

Coursebook and eBook

B2+

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.

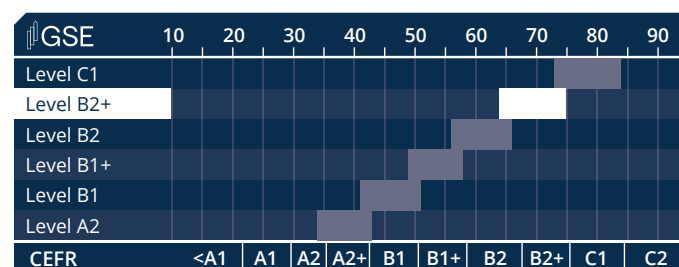
Step Up, Skills for Employability is fully accessible on your computer, tablet, and mobile phone so you can enjoy the full functionality of your course wherever you are.

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.



Skills for Employability

Step UP

Coursebook and eBook

B2+








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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 Nonverbal Communication pages 5–8	 I can explain how to use and interpret nonverbal communication professionally	<ul style="list-style-type: none"> • Explain the importance of nonverbal communication in the workplace • Identify common types of nonverbal communication • Recognize how to interpret nonverbal communication correctly • Explain how to avoid misinterpreting nonverbal communication 	<i>assert, detect, differ, eyebrows, focused, transpose, frown, interpret, preferred, sincere, transmission, unsure of yourself</i>
2 Communication 2 Persuasive Communication pages 9–12	 I can describe ways to develop my persuasive communication skills	<ul style="list-style-type: none"> • Describe the benefits of using persuasive communication at work • Recognize the main tools and principles of persuasive communication • Identify ways to develop persuasive communication skills 	<i>anecdote, credible, empathize, entrepreneur, friendliness, likeable, persuasive, pitch, prompt, prospective, reluctant, trustworthy</i>
3 Goal Setting Sticking to Your Goals pages 13–16	 I can describe specific strategies for staying committed to my goals	<ul style="list-style-type: none"> • State the importance of setting and committing to goals • Explain why committing to goals can be difficult • Identify strategies to stay committed to goals 	<i>align with, buddy, challenging, payoff, pressure, resilient, sabotage, see (something) through, self-confidence, self-talk, stick to (something)</i>
4 Teamwork Building Emotional Intelligence pages 17–20	 I can explain what emotionally intelligent teams look like and the benefits of them	<ul style="list-style-type: none"> • Describe the components of emotional intelligence and how they contribute to success in the workplace • Identify the attributes of a successful team with emotional intelligence • Identify ways to build an effective team with emotional intelligence 	<i>awareness, diffuse, exhibit, fuel, gratifying, hesitant, interdependence, intrinsic, perceive, praise</i>
5 Critical Thinking Decision Making pages 21–24	 I can explain the seven steps to effective decision making	<ul style="list-style-type: none"> • Explain the difference between low-risk and high-risk decisions • Identify the seven steps in the decision-making process • Discuss the common myths about decision making 	<i>alternative, consider, decision making, gather, high-risk, indecisive, intuition, low-risk, outcome, weigh</i>
6 Leadership Leadership Styles pages 25–28	 I can describe the five common leadership styles	<ul style="list-style-type: none"> • State the importance of developing a leadership style • Describe five common leadership styles and when they work most effectively • Identify ways to develop a leadership style 	<i>authoritarian, autonomy, boost, charismatic, commitment, consensus, delegate, dominant, hands-off, manipulate, mentoring, neglected</i>

Pronunciation	Language Strategy	Project	Talk!
The <i>-ed</i> ending in adjectives	Understand the main points of presentations: Signposting language	Focus on own facial expressions and gestures	Explore cultural differences in body language
Weak pronunciation of object pronouns	Identify key details in a linguistically complex text	Online research of Cialdini's principles of persuasion	Discuss whether storytelling, providing data, or both combined are most persuasive
The letter <i>a</i>	Differentiate between genuine and rhetorical questions	How to stay committed to professional and personal life goals	Popular life goals
Main stress in sentences	Understand connotations	Create a survey on challenges when working in teams	The role of emotional intelligence in the workplace
Stressed syllables in nouns	Anticipate ideas	Research and make a list of additional tips for how to achieve work-life balance	Negative consequences of overthinking decisions
The letter <i>s</i>	Recognize contrasting ideas signaled by discourse markers	Interview someone about their leadership style	Discuss some world-famous leaders' quotes

Module	I can ...	Learning Objectives	Vocabulary
7 Self-Management The Power of Deadlines Pages 29–32	 I can describe ways to set and meet deadlines successfully	<ul style="list-style-type: none"> • Explain the difference between soft and hard deadlines • Describe the personal and professional benefits of meeting deadlines • Identify strategies for successfully setting and meeting deadlines 	<i>categorize, dread, extend, interim, looming, master, pace, pitfall, productivity, self-imposed, submit, underestimate</i>
8 Wellness Work-Life Balance pages 33–36	 I can describe ways to maintain work-life balance	<ul style="list-style-type: none"> • Explain the importance of work-life balance • Describe ways of achieving work-life balance • Identify strategies for correcting an imbalance between your work and home lives 	<i>blur, burnout, demands, detrimental, drained, energize, imbalance, reward, shift</i>
9 Social Responsibility Ethical Decisions pages 37–40	 I can explain how to create an ethically strong workplace	<ul style="list-style-type: none"> • Describe an ethically strong workplace • Describe how company policies and values impact decision making • Explain the PLUS model for ethical decision making at work 	<i>bribe, code, cost-effective, dignity, dilemma, ethical, fairness, honesty, integrity, judgment, transparent</i>
10 Branding The Elevator Pitch pages 41–44	 I can explain how to create a successful elevator pitch	<ul style="list-style-type: none"> • Describe the benefits of having an elevator pitch • Identify when and where to provide an elevator pitch • Explain how to create a successful elevator pitch 	<i>authentic, come across, craft, job seeker, one-off, pitch, recruitment fair, rehearse, target, winning</i>
11 Job Search Using Social Media pages 45–48	 I can explain how to use social media for job search	<ul style="list-style-type: none"> • Explain the benefits of using social media for job searching • Identify strategies for creating a successful professional profile 	<i>acquire, customized, differentiate, directly, endorse, go-to, proactive, recruit, regularly, showcase, tailor, up-to-date</i>
12 Interviewing Evaluating Job Offers pages 49–52	 I can describe the criteria for evaluating a job offer	<ul style="list-style-type: none"> • Explain the importance of evaluating job offers • Identify the criteria for evaluating a job offer 	<i>benefits, enticing, equip, established, insight, make ends meet, meaningfully, recruitment, subsidized, tuition</i>

Check your understandingpage 54
 Discussion strategies.....page 68
 Vocabulary practicepage 74
 Glossarypage 87

Pronunciation	Language Strategy	Project	Talk!
Consonant groups	Follow lines of argument	Create a plan to meet a deadline	Talk about setting and meeting deadlines
Syllables and stress	Understand idiomatic language	Make a list of additional tips for achieving work-life balance	The top five countries with the best work-life balance
Stress in compounds	Identify the purpose of questions	Apply the PLUS model to an ethical dilemma	Ethics in the workplace
Thought groups	Recognize the emphasis of significant points	Prepare an elevator pitch	Common mistakes made during an elevator pitch
Emphatic stress	Understand advice	Search for jobs on a professional networking site	Statistics on employers using social media to find suitable candidates
Stressed words	Understand complex language in discussions	Prioritize a list of criteria for evaluating a job offer	Which factors people consider before accepting a job offer

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 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 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 on the line. Then ask follow-up questions.

- | | |
|---------------------------------|---|
| • loves to read _____ | • can play a musical instrument _____ |
| • has ridden a motorcycle _____ | • has traveled to another country _____ |
| • enjoys cooking _____ | • is very artistic _____ |

B Useful language

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

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

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

C Discuss

PAIRS Listen to a dialog and choose the strategies you hear from 1B. Which strategies are the most useful? Why?



2

Learn about your book

- 1 How many modules are in the course?
a 5 b 9 c 11 d 12
- 2 How many steps are in each module?
a 6 b 7 c 8 d 9
- 3 Look at this icon on page 5.
It tells you to go to page 68.
Read what is on that page.
How can you use that information?

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 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 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.



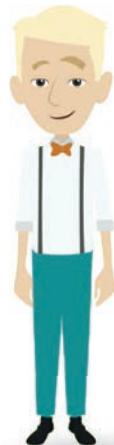
MODULE 10
Hi. Welcome to the Branding module. I'm Rakesh Patel, and I'm your Employability Skills coach. I work in marketing.



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 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 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.



1

MODULE

Communication 1

Nonverbal Communication

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. What do you think these people are doing when you look at their body language? How do they feel? Do you pay attention to your body language? How?
- 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 misinterpreted nonverbal communication. What happened and how did you proceed? Listen to the example.

B PAIRS Discuss your story.

C SHARE Tell your story to the class.

Step ③ Take away

A THINK Review your notes from the online module and match the words with the definitions.

facial expressions eye contact physical distance posture gestures

Nonverbal Communication		
Type	Definition	Examples
	when two people look at each other's eyes while communicating	
	the motions you make with the muscles in your faces	
	movements we make with our hands, arms, and heads	
	the space between people	
	the way we hold our bodies while sitting or standing	

B PAIRS For each of the descriptions, write 1-3 examples or notes.

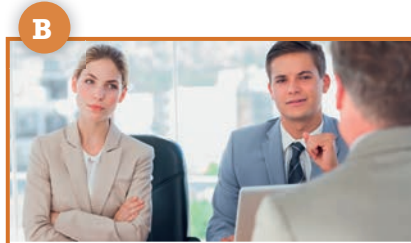
C SHARE Check your answers with the class and add more examples to the descriptions.

Step 4 Activate your knowledge

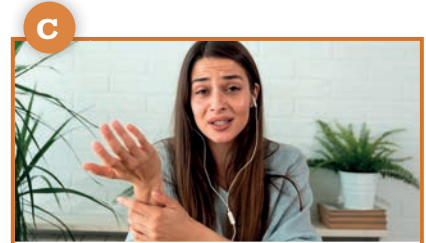
A PAIRS Read the scenarios and look closely at the photos. Complete the chart with the body language you see and the message it communicates.



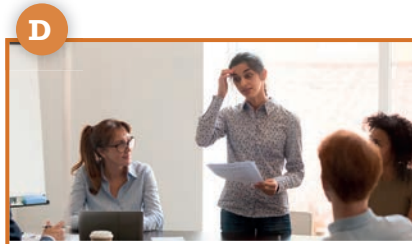
A Dmitri is a sales coordinator at a cosmetics company. He meets up with the sales team to go over the annual sales figures. After two hours, the team members don't seem to be enthusiastic or paying attention at all.



B Craig is interviewing for an IT specialist position. He is a strong candidate with over 20 years of experience. However, during the interview, the IT manager seems angry, defensive, and judgmental of his ideas. By the end, Craig is sure he won't get the job.



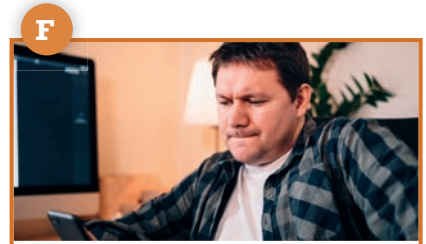
C Carlota works as a party planner. She is having some problems with a client who wants to organize a birthday party for his son. Carlota is worried because he is demanding things outside of the budget and contract, and the party is tomorrow.



D Akira has recently started her first job as an app developer. Her manager asked her to present an idea she's been working on to the senior app developers on her team. Despite working hard to prepare, she is very nervous during the presentation.



E Alma is an elementary school teacher. One of her students keeps distracting her classmates and refuses to do the writing activity she has been given despite being warned repeatedly. So, Alma is asserting her authority.



F Jack is a freelance video editor. He has received a text message from a client who wants some major changes in the video he edited a while ago. He doesn't agree with the changes, and he's worried about making them now while he is busy with several other projects.

Scenario	Body Language	Message
A		
B		
C		
D		
E		
F		

B GROUPS Compare your answers with another pair.

Step 5 Project

A PAIRS In your online course, you focused on your spontaneous facial expressions and gestures in reaction to others and how they are interpreted. Tell your partner about your findings. Read the example.

I focused on my reactions, and I realized that I tend to roll my eyes when I think someone is exaggerating or rambling. I asked my sister about it, and she told me that it often discourages her from continuing a conversation with me. She said my eye-rolling makes her feel like she's being judged or that she doesn't have something valuable to say. I'm going to pay closer attention to this habit, so I don't seem like a disrespectful listener.

B SHARE Discuss your list with the class.

Step 6 Talk!

PAIRS Body language is as much a part of our culture as our verbal language. How we send and receive messages through our body language is very much influenced by our culture. Even the most common gestures can mean different things in different cultures. Look at the chart below and discuss the questions.

Gesture		Meaning / Countries
Shaking head from side-to-side		No: Countries throughout North, South, and Central America, Europe, Asia, and the Middle East Yes: Albania and Bulgaria
Curling the index finger toward the palm of the hand		Come here: US, various English-speaking countries The dog call (<i>rude to be used to summon people</i>): Philippines, Korea, and parts of Latin America Death: Singapore
Making eye contact		Sign of respect and interest: Western Europe, US Sign of disrespect (<i>between unfamiliar people, or those of different genders or social classes</i>): Hispanic, Asian, Middle Eastern, and Native American cultures

- What do the gestures above mean to you?
- Which meanings surprised you the most?
- What are some common gestures used in your culture or country? Do you know if these gestures are universal?

Step 7 Going forward



A PAIRS In your online course, you reflected on how you could improve your non-communication skills after studying more about nonverbal communication. Discuss. Listen to the example.

B SHARE Present your ideas to the class.

 **VOCABULARY PRACTICE**

Go to page 74.



I can explain how to use and interpret nonverbal communication professionally.