

StepUP Skills for Employability C1

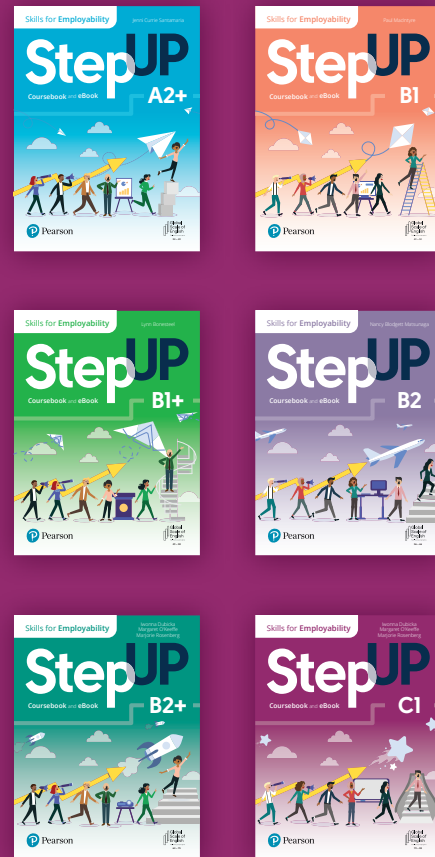
Open up to a world of opportunity with *Step Up, Skills for Employability*. This short, six-level course provides you with the essential skills you need to succeed in a competitive job market while developing your English language skills.

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 C1

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)



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C1







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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 Speaking Professionally pages 5–8	 I can explain how to speak in a professional manner.	<ul style="list-style-type: none"> • Explain the importance of speaking professionally • Identify ways to sound more professional 	<i>ample, approachable, commanding, condescending, conviction, convincingly, ensure, manner, merely, mumble</i>
2 Communication 2 Developing Presentation Skills pages 9–12	 I can explain how to prepare and deliver efficient presentations.	<ul style="list-style-type: none"> • Explain the importance of good presentation skills • Describe how to create effective presentations • Prepare to give presentations to an audience 	<i>accomplished, anecdote, conversational, cram, lighten up, pitch, recap, rule of thumb, subordinate, wrap up</i>
3 Goal Setting Cascading Goals pages 13–16	 I can explain the benefits of cascading a company's strategic goals.	<ul style="list-style-type: none"> • Describe the process of cascading goals • Describe the pros and cons of cascading goals • Explain the benefits of cascading goals for the company 	<i>alignment, break down, bureaucratic, cascade, filter down, inspirational, keep track of, outdated, overload, performance, strategic, transparency</i>
4 Teamwork Remote Team Spirit pages 17–20	 I can describe strategies to maintain team spirit in remote working.	<ul style="list-style-type: none"> • Describe the importance and benefits of maintaining the team spirit • Identify ways to build and maintain team spirit in remote working 	<i>camaraderie, compensate, foster, frankly, guru, hybrid, isolated, remotely, underlying, utterly</i>
5 Critical Thinking Using Design Thinking pages 21–24	 I can describe design thinking and how it works.	<ul style="list-style-type: none"> • Describe design thinking • Explain the benefits of solving problems with design thinking • Identify the steps of the design thinking process 	<i>brainstorming, collaborative, empathize, immersion, insight, iteration, mainstream, multidisciplinary, prototype, refine, synthesize, unleash</i>
6 Leadership Change Leadership pages 25–28	 I can describe change leadership and the characteristics of a good change leader.	<ul style="list-style-type: none"> • Explain the importance and benefits of change leadership • Describe the challenges of change leadership • Describe ways to be a good change leader 	<i>advantageous, downsize, drum up, envision, implement, lay-off, morale, perseverance, resonate with, up-to-date</i>

Pronunciation	Language Strategy	Project	Talk!
Weak and blended pronunciation of <i>to</i>	Guess meaning from context	Interview someone who speaks with confidence	Common mistakes when trying to sound professional
Stressed and unstressed words	Understand colloquial language in presentations	Research tips on preparing effective presentations	Facts on presentation skills
Stress in phrasal verbs	Follow the sequence of arguments	Create an imaginary scenario with a cascading goal	Discuss the facts about companies that use the cascading goals strategy
Weak pronunciation of object pronouns	Infer meaning and attitude	Interview people about their remote working situations and how their companies have ensured a sense of teamwork	Facts about team spirit
Intonation to end or continue a thought	Understand explicit details and examples	Come up with improvements for a product or service using the design thinking process	Discuss statistics about companies that use design thinking
Stress with word endings	Infer the writer's attitude	Create an imaginary scenario where you implement a change to your company	Discuss research related to change leadership

Module	I can ...	Learning Objectives	Vocabulary
7 Self-Management The Power of Mistakes pages 29–32	 I can explain ways to adopt a growth mindset.	<ul style="list-style-type: none"> Describe the importance of a growth mindset Explain the benefits of having a growth mindset in the workplace 	<i>consequential, discouraged, embrace, hypothesis, mindset, over and over, refute, simply, tenacity, vital</i>
8 Wellness Healthy Thinking pages 33–36	 I can describe ways to maintain healthy thinking.	<ul style="list-style-type: none"> Describe the importance and benefits of healthy thinking Identify strategies and techniques for healthy thinking Explain how to deal with challenges to healthy thinking 	<i>cognitive, compassion, distorted, fall into the trap, jump to conclusions, mindful, misinterpret, obsess about, positively, psychologist, rationally, visualize</i>
9 Social Responsibility Assessing Cultural Differences pages 37–40	 I can explain Hofstede's cultural dimensions.	<ul style="list-style-type: none"> Describe challenges of culturally diverse workplaces Use Hofstede's cultural dimensions to understand my colleagues from different cultures Identify ways to avoid misunderstandings and overcome problems caused by cultural differences 	<i>assertiveness, atypical, conversely, divergent, individualism, indulgent, persistence, restrained, sincerity, thrift</i>
10 Branding Personal Branding Mistakes pages 41–44	 I can describe ways to avoid personal branding mistakes and strategies to fix mistakes if they occur.	<ul style="list-style-type: none"> Detect common branding mistakes Explain ways to avoid common branding mistakes Explain how to repair and maintain a personal brand if mistakes are made 	<i>capitalize on, cutting edge, deviate from, far-reaching, limitation, mismatch, pin the blame on, trait, trustworthy, vent</i>
11 Job Search Building Your Career pages 45–48	 I can explain ways to build my career.	<ul style="list-style-type: none"> State the importance of building my career Describe ways to build my career 	<i>aspire, caveat, finite, frustrated, proactive, recruiter, resilience, savvy, sponsor, trail off</i>
12 Interviewing Following up after an Interview pages 49–52	 I can describe ways to follow up after a job interview.	<ul style="list-style-type: none"> Explain the importance of following up after a job interview Identify the proper ways to follow up after a job interview 	<i>antagonistic, courtesy, digest, intense, job hunter, pest, prospect, pushy, threatening, vie, wordy</i>

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 Discussion strategies.....page 67
 Vocabulary practicepage 74
 Glossarypage 86

Pronunciation	Language Strategy	Project	Talk!
Linking a vowel to a vowel	Recognize and evaluate the effectiveness of rhetorical devices in media presentations	Research the internet about different responses to mistakes	Discuss research about learning from mistakes
The sounds /ʃ/, /ʒ/, /tʃ/, /dʒ/	Identify key points in conceptual presentations (outside your field)	Choose a technique to improve your thinking habits	Discuss the quotes on healthy thinking
Consonant groups	Identify supporting examples in complex texts	Rate your cultural dimensions and compare with another country	Discuss the United States' score according to Hofstede's Cultural Dimensions
The letter <i>a</i>	Recognize summarizing expressions	Interview someone about their personal brand	Common personal branding mistakes
The sounds /w/, /ʊ/, and /ʌ/	Follow a panel discussion on complex, unfamiliar topics	Identify skills to develop	Discuss statistics about career development
Thought groups	Follow the flow of dialogue in complex discussions	Interview someone who recruits or who got a job in the past few years	Common mistakes job seekers make when following-up after an interview

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.

- enjoys shopping _____
- loves scary movies _____
- is afraid of heights _____
- can draw _____
- has traveled to another country _____
- is very athletic _____



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. Then listen and choose the strategies that you hear.

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

GROUPS Discuss the strategies in 1B. Which ones are the most/least useful? Say 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 74–85?
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.

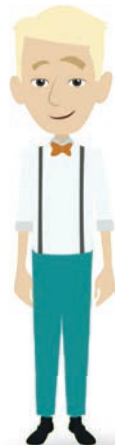
MODULE 12
Hi. My name is Aisha Omar. I'm a career counselor at the U.S. Department of Labor and I'll be your coach for the Interviewing module.



MODULE 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

Speaking Professionally

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 below. Are these co-workers communicating with each other in a professional manner? Explain.
- C** Check your understanding. Go to page 54.



Step ② Tell your story



A THINK In your online course, you thought about a time when the tone you or someone else used caused a problem or a miscommunication. 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 PAIRS Review your notes from the online module and complete the chart.

Appropriate tone of voice can ...	Striking the wrong tone can result in ...
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
To feel and sound confident ...	
Before Speaking	During Speaking
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____
✓ _____	✓ _____

B SHARE Compare your chart with another pair's. What can you add to your chart?

Step 4 Activate your knowledge



A PAIRS Listen to the conversations. Discuss each person's tone. What problems do you hear? What can the speakers do to sound more professional?

1 OSCAR

Oscar is meeting a new co-worker for the first time. Listen to their conversation. What can Oscar do to sound more professional?



2 KENT

Kent is giving his co-worker information about an upcoming conference. Listen to their conversation. What can Kent do to sound more professional?



3 SHIVAYA

Shivaya's manager is giving her feedback on some reports she recently submitted. Listen to their conversation. What can Shivaya do to sound more professional?



4 ROSA

Rosa and her co-worker have been assigned to work on a project together. Listen to their conversation. What can Rosa do to sound more professional?



B PAIRS Choose two situations from A. Role-play them. Make sure to use professional tone.

C SHARE Share your experience with the class. Explain the strategies you used for speaking with a more professional tone of voice.

Step ⑤ Project

A PAIRS In your online course, you interviewed someone who speaks with confidence, conviction, and the right emotional tone. Tell your partner about your interview. Read the example.

I interviewed a colleague who does a lot of presenting for our company. He told me that he sometimes gets really nervous, even though he's done it a lot! But he has specific things that he does to prepare ahead of time. He said he practices a lot at home, first by himself, then in front of his family. Right before the presentation, he does some breathing exercises so that he stays calm. As far as unexpected questions, he said that he tries to anticipate people's questions so that he won't get surprised. But if he does, he takes a deep breath and thinks for a minute before answering.

B SHARE Share your interview with the class.

Step ⑥ Talk!

PAIRS Read some common mistakes that could prevent you from sounding professional. Rank them from 1 (most serious) to 8 (least serious). Explain your reasons.

- Responding immediately when you are emotional
- Speaking too quickly or too slowly
- Using a lot of **fillers**
- Speaking too loudly or too softly
- Being very sarcastic
- Using flat intonation
- Speak without confidence
- Sounding negative



Step ⑦ Going forward



A PAIRS In your online course, you reflected on how you could develop your skills in speaking professionally after studying more about it. Discuss. Listen to the example.

B SHARE Present your ideas to the class.



VOCABULARY PRACTICE

Go to page 74.



I can explain how to speak in a professional manner.