

Teacher's notes Unit 1 Personal development

Level: Advanced

The slides in this PowerPoint presentation focus on:

making a good impression (Slide 1)
dress-down Fridays (Slide 2)
setting career and personal objectives (Slide 7)
the Nohari window (Slide 9)

In addition, the other slides provide the answers to longer tasks found in the Teacher's Book so you can give feedback more quickly and easily.

Slide 1: Making a good impression

The four photos provided on this slide are intended to help you introduce the theme of making a good impression at work, which is part of the *Discussion* question at the top of page 6 of the Student's Book.

Ask your students to comment on the way the four people are dressed for the office. with? What kind of impression would these four people make at your place of work or places of work you are familiar with, for example your local bank or government office.

[5 minutes]

Commentary

Photo 1 shows a woman informally dressed. What do you think of the way she is dressed? Her bare shoulders and top would not be acceptable in the office in many cultures.

Photo 2 shows a woman much more formally dressed. It looks like she is wearing a suit. How common is for women to wear suits in the offices your students know?

Photo 3 shows a man wearing a casual top, something between a t-shirt and a light pullover. What kind of job might he have? He could be someone working in the media where dress codes tend to be more relaxed.

Photo 4 shows a man wearing a shirt and tie with his sleeves rolled up. What could this tell us about this person? Possibly he has his sleeves rolled up to show he is busy and does not want to be disturbed.

Slide 2: Cartoon - the concept of *dress-down Friday*

These cartoons are provided to introduce *Top tips for getting on in the workplace* on Student's Book page 7. They show the same office on a normal working day and on a dress-down Friday. Show your students the cartoons and ask them if this is a concept they are familiar with. Then ask them to say what its benefits and drawbacks might be. Lastly,

ask them what they themselves would wear if this policy was introduced in the company they work for or, if they are in full-time study, in a company they are familiar with.

If you are working in a country where Friday is a religious and not a normal working day, you may need to talk about dress-down Thursdays.

[5 minutes]

Slide 3: Answers to *Listening for gist* on page 6 of the Student's Book.

This is the suggested answer from page 10 of the Teacher's Book. It is provided so you can provide quick feedback to your students and highlight language points easily.

[5 minutes]

Slide 4: Suggested answer to the *Personal Development Initiative* writing task on page 8 of the Student's Book

This is the suggested answer from page 12 of the Teacher's Book. It is provided so key language points and answers can be highlighted easily.

[5 minutes]

Slide 5: Photo of TV in swimming pool from page 10 of the Student's Book

This photo is provided so you can introduce the rock band tour management scenario. Ask your students to speculate on how and why the TV might have got into the swimming pool. Explain, if necessary, that in the 1970s rock band behaviour on tour was notoriously bad, and that acts of vandalism such as this were part of the mythology.

[5 minutes]

Slide 6: Answers to *Behavioral competencies* exercise 2 on page 10 of the Student's Book

This is from page 13 of the Teacher's Book.

[5 minutes]

Slide 7: Setting goals timeline

This is provided to help your students do exercise 9 of Setting goals on page 11 of the Student's Book. You could also use the timeline to introduce this theme of setting goals before embarking on page 11 and then refer back to it at the end of this section. Students can discuss the questions in pairs or small groups.

Ask your students what they think they will be doing in 5, 10 and 15 years' time. Have they got a clear idea or are they vague about their plans? How would they quantify the short, medium and long-term? How important is it to them to set measurable objectives in their lives?

[5 to 10 minutes]

Slide 8: *Johari Grid* from page 12 of the Student's Book with answers

This is provided so that you can present and discuss this model of behaviour more easily. The answers to the listening are from page 15 of the Teacher's Book.

[5 minutes]

Slide 9: *Nohari window* Internet research from page 13 of the Student's Book

A selection of adjectives from the Nohari window, which looks at the darker side of your personality, are provided for your students to match to their opposites in the list on page 13 of the Student's Book. They can then do further Internet research to find the full list of opposites if they want to.

[5 to 10 mins]

Answers

incompetent – able, childish – mature, panicky – calm, timid – brave, unimaginative – ingenious, cruel – kind, weak – powerful, aloof – friendly, brash – modest, inflexible – adaptable, loud – quiet, chaotic – organized, cold – warm, unreliable – dependable, ignorant – knowledgeable, lethargic – energetic, needy – giving, hostile – friendly, withdrawn – extrovert, timid – brave.

Slide 10: Suggested answer to Exercise 7 on page 15 of the Student's Book

This is from page 18 of the Teacher's Book and is provided so you can provide quick feedback to your students and highlight language points easily.

[5 minutes]

Slides 11, 12 13 and 14: *Johari profile* for Gemma Alvarez from pages 16 and 17 of the Student's Book

This is from page 18 of the Teacher's Book and is provided so you can provide quick feedback to your students and highlight language points easily. It is built up over four separate activities / stages.

[10-15 minutes]

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