

### Warm up

Elicit different types of body language from the students, but instead of telling you, they have to demonstrate each thing they think of. Write them on the board, discussing whether each expression is positive or negative. You can also discuss, or elicit ideas about, the importance of body language.

### Using the Factsheet

**There are three possible ways to use the Factsheet:**

- 1 Give students the Factsheet before the lesson, so they can read it at home and come to the lesson prepared to do the Worksheet. If you use this approach, start the lesson by checking that all students have read and understood the Factsheet, and answer any questions.
- 2 Give students the Factsheet at the beginning of the lesson and start by working through it with the students.
- 3 Focus on the Worksheet in the lesson, then give students the Factsheet at the end of the lesson, so they can take it home and keep it as a reference or revision tool.

### Theory to practice

#### Suggested answers

- Kristina** She could hold her hands together above her belt line, making gestures when needed and then returning to the original position.
- Lijun** She could indicate she wants to speak by opening her mouth slightly, raising her shoulders and leaning forward.
- Raahim** He could stand sideways on to the slides, allowing him to look at them and still be heard by the audience.
- Paulo** He could make himself seem more confident with a more open posture, e.g. by not crossing his arms over his body and standing/sitting upright.
- Aadne** He should maintain eye contact with his audience to notice if they follow him.

### Using the Worksheet

#### Practice

#### 1 Are these expressions of body language generally considered to be positive (P) or negative (N)?

- Go over each item, eliciting the correct answer and what effect it might have on a listener or conversation partner.

#### Answers

- a N
- b P
- c N
- d P
- e P

#### 2 Which is the best posture for giving a presentation?

- Elicit the correct answer, and ask why the others are not appropriate.

#### Answer

c

#### 3 In pairs, take turns to read the texts out loud, paying special attention to your body language.

- Pair with a student to demonstrate sentence **a**. Remind them to focus on different aspects of body language.
- Students take turns in delivering the sentences.
- Ask some pairs to demonstrate to the whole class.

## Suggested body language

- a Counting the three options on their fingers.
- b Holding one hand up at elbow level, then the other.
- c Demonstrating the prices by holding a hand up high, then low, then somewhere in the middle.
- d Raising hands to elbow level, palms up.

Apart from these gestures, students should also display open posture and suitable eye contact, and smile when appropriate.

### 4 Choose a topic you are familiar with and prepare a three-minute talk.

- Allow students some time to prepare their talk. Reassure them that the content is not the most important part of the task; it can be fairly simple. They should spend more time thinking about their body language.

#### TIP

Before they start presenting, ask students to read the tip. (It might be helpful to demonstrate by using lots of extreme gestures while you are explaining it!)

- Students deliver their mini-presentations in pairs and feed back to each other using the checklist.
- You can choose one or two students who showed the most effective body language to come to the front of the class and present.

### 5 Deliver the same talk again. This time your partner will change their body language. Pay attention to your partner's body language and respond appropriately.

- It might be better to make different pairs for this task, so that students are not presenting again to the same partner.
- Tell students they are going to focus now on their partner.
- You might have to demonstrate the task with a student: she presents and you listen; you have to pretend, at different points in her presentation, to lose interest, not understand or have a question. The student has to respond appropriately.

## Reflect

### 6 Think about your body language. What problems do you have? How can you improve in future?

- Based on the feedback they received or their own experience in the lesson, students make notes on how to improve their body language.
- Remind them to prepare not only the content, but also their body language, in future presentations and discussions.