

Body Language: Teacher's notes

Level: pre-intermediate + /ESOL entry level 2 + (adults)

Main aims

- To provide practice of reading for general information;
- To provide practice of reading for detailed information;
- To encourage students to deduce meaning from context;
- To provide practice of *should* for giving advice;
- To engage students in a discussion about the topic.

| Activity | Description | Stage aim |
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| 1 | <p>Warmer</p> <p>Tell the students you are going for a job interview. Put your feet on the desk, chew gum, slouch, put your hands in your pockets etc. Ask students if they think it is acceptable to do this in a job interview. In pairs, students discuss how you should behave in this kind of situation.</p> | to introduce topic |
| 2 | <p>Lexis connected with body language</p> <p>Introduce the idea of body language. Ask students if they think it is important and why. Hand out worksheet 1. Ask students to match the verbs with the nouns/adverbs. Do the first one as an example: <i>shake hands</i> (with someone) and demonstrate.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. shake hands 2. lean back 3. nod your head 4. sit up straight 5. fold your arms 6. keep eye contact 7. cross your legs 8. tell the truth <p>Pre-teach: slouch (v) and lap (n) via demonstration</p> | to pre-teach some key vocabulary from the text |
| 3 | <p>Reading for gist</p> <p>Tell the students to read the article quickly for about 3 minutes, not worrying about any unknown words. They should then match the heading to the paragraphs. Do the first one as an example.</p> <p>Answers:</p> <ol style="list-style-type: none"> a. What type of person are you? b. Pay attention to time! c. The first meeting. d. Your body language e. What to do with your hands. | to encourage students to skim read the article |

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| 4 | <p>Reading for detail</p> <p>Tell the students to read the article for more detail by deciding if the statements are true or false. The students justify their answers during feedback.</p> <p>Answers:</p> <ol style="list-style-type: none"> 1. T 2. T 3. F 4. F 5. F 6. T | to encourage students to read for more detail |
| 5 | <p>Lexis work</p> <p>Students find a word/phrase in the text which has a similar meaning to the definition.</p> <p>Feedback:</p> <ol style="list-style-type: none"> 1. enthusiastic 2. a sense of humour 3. unacceptable 4. take a seat 5. take the lead 6. tense 7. defensive | to encourage students to deduce meaning from context |
| 6 | <p>Follow up task</p> <p>Students work in pairs/threes and write advice for someone who is going for a job interview using <i>You should.....</i>. The advice could be displayed around the room.</p> | to revise <i>should</i> for advice |