

Level: Intermediate

Age: Adults

Time: 60 minutes

Lesson aim:

- To use body language to make effective presentations

Skills: Listening, Speaking

Materials:

- Worksheet
- *Communicating with Body Language* video
- phone camera or video recorder

in pairs to determine the correct answer to complete each statement: monitor and support. Check answers with the class. If you teach online or with an interactive whiteboard, use the interactive feature of the worksheet to check answers with your class.

Key:

1. *b*
2. *c*
3. *b*
4. *c*
5. *a*

B

This activity checks students' ability to listen for specific details. Have students read the statements first before letting them watch the video again. Ask students to work individually or in pairs to select the correct examples of using body language well: monitor and support. Check answers with the class.

Key:

- 1, 4

C

This activity requires students to identify the meaning of different body language examples discussed in the video. Ask students to complete the matching activity: monitor and support. Check answers with the class.

Key:

1. *e*
2. *c*
3. *a*
4. *b*
5. *d*

Digital skills focus

A

This activity lets students apply the concepts they learned from the video by identifying which situations show the effective use of body language. Ask students to work individually or in pairs to complete the activity: monitor and support. Check answers with the class and ask them to give reasons for their answers, citing the body language examples they learned from the video.

Key:

1. *a*
2. *b*
3. *b*
4. *a*

Before you watch

A

This activity introduces the topic of using body language in communication to express feelings and emphasise important points to make effective presentations.

In pairs, students discuss their answers to the questions to activate their knowledge about *body language*.

B

Have students choose one of the definitions of *body language* that they think is most related to professional communications. In pairs or as a class, have them say their reasons for choosing that definition. Elicit examples.

Video

For online classes, before playing the video, make sure that you're sharing both the screen and the sound. Alternatively, upload the video to a shared folder before class and ask students to download and watch it on their own devices.

A

This activity is designed to check students' comprehension of the main ideas. Tell students to focus on the general understanding of the video as they watch it. Then ask them to work individually or

Language focus

A

This activity lets students identify and practise verbs ending in *-ing* as subjects in sentences that describe body language. This will also serve as a model when they do their digital communicative task.

Tell the students to select the correct option to complete the conversation: monitor and support. Finally, check answers with the class. Use the interactive feature of the worksheet to display the answers onscreen. Ask students to give more examples of sentences using the new vocabulary.

Key:

1. *Being*
2. *Having*
3. *Sitting*
4. *Looking*
5. *maintaining*
6. *using*

B

This activity is designed to let students identify and use phrases used to describe different body language. Have students complete the exercise individually or in pairs. Check answers as a class and ask them to give more examples using the new phrases.

Key:

1. *smile warmly*
2. *palms facing up*
3. *tilt your head*
4. *cross your legs*
5. *cross your arms*
6. *tap your fingers*

Digital communicative task

A

This activity is designed to allow students to apply the communication skill in an online situation.

Students will work in pairs or small groups for this activity. They should imagine addressing their informative presentation to a target audience and creating it with that audience in mind. If necessary, review the tips for using

body language well from the video, and encourage them to use the language and phrases they learned. Their video presentations should only be 2-3 minutes in length.

Students can do their planning and rehearsal in a breakout room. Allow enough time for students to plan and record their presentations. Make sure everyone gets a chance to talk and participate in the video.

B

Once they're done, have them share their presentations on an online platform used by the class or email the videos to their classmates for feedback on whether the presentations used body language effectively.

Ask students to reflect on their learnings from the beginning of the lesson up to the digital communicative task. Ask them if their perception of body language has changed and how they think this skill of communicating with body language can be helpful in professional communication.