

MODULE 11

Body language

UNIT 1

They touch noses!

Listening and vocabulary

Preparation

Activity 1

- Write “body language” on the board and tell the class everyone in the world communicates using body language.

- Ask students to show you what they do when they do following things: welcome someone, say yes, say no, thank their grandmother for a present, see good friends again after a long time, have a headache, say hello, say goodbye etc.

- Do the following actions, say the words and expressions, and ask students to repeat and do them with you: wave, shake hands, shake your head, smile, nod your head, touch your head etc.

- Elicit and write the words and expressions on the board. Have students read them.

Activity 2

- Tell students that you are going to “greet them” in Chinese body language now and you want them to respond using body language.

- You walk in the class, nod your head, smile, then shake hands, wave and walk out of the room.

- Ask the class what you did. They should say, “You nodded your head. You smiled.”

- Indicate students to stand up and do the same. Ask students what they did. They should say, “We stood up, nodded and smiled.”

- Then you shake hands with a student, wave and walk out of the room. You ask students what you did. They should say, “You shook hands and waved.”

- Tell students to work in pairs. One does an action and the other says what his/her partner did.

1. Match the pictures with the words and expression from the box.

- Ask students to find the words and expressions in the box to describe the pictures.

- Tell students to check their answers in pairs.

- Elicit answers from the whole class.

Answers

bow—3; kiss—1; shake hands—2; smile—1/2/3

2. Listen and match the pictures with the nationality.

- Go through the nationalities in the box with the class. Ask where they are from. Students repeat for pronunciation.

- Ask students to describe the pictures in pairs with their own words and guess their nationalities.

- Elicit students’ predictions. Write them on the board. Tell them there are several possible answers.

- Tell students to listen and decide which picture is being described.

- Play the recording again for students to check.

- Tell students to check in pairs. Then play the recording again.

- Elicit answers from the class and ask students to say why.

Answers

French—1; Japanese—3; Russian—2

Tapescript

Daming: What are they doing?

Betty: They’re saying hello. They’re kissing.

Daming: Are they German? Or British?

Betty: Maybe they’re French.

Daming: And these people are shaking hands. I think they’re Russian.

Betty: I think so too. And these people are Japanese, I think.

Daming: Why?

Betty: Because they're smiling at each other and bowing.

Now work in pairs and check.

- Go through the example sentences with the whole class.
- Tell students to work in pairs. One asks and the other answers. They can change roles.
- Call back the answers by asking several pairs of students to demonstrate.

3. Listen and read.

- Show students a world map and ask them to find out where these places are: Russia, India, the US and New Zealand.
- Mime kissing on cheeks, touching noses, putting hands together and nodding with another student. Ask students if they know in which countries people do them.
- Tell students that they are going to listen for what people do when they greet each other in different countries.
- Play the recording through twice while the students listen and read.

Now complete the table with the correct form of the words from the box.

- Ask students to read the table and complete the missing information individually.
- Play the recording again. Ask students to underline key information while listening.
- Have students check the answers in pairs.
- Elicit full sentences from the class. Or ask them to fill in the table on the board.

Answers

1. kiss	2. India	3. together
4. Russia	5. touch	6. visitors

Learning to learn

- Read the information in the box aloud to the class and check they have understood all the vocabulary.

- Ask why it's important to understand and respect body language. Elicit that it can be rude and insulting to someone if you make a gesture or do something that is not acceptable in their culture.

- Answer any questions students may have.

Pronunciation and speaking

4. Listen and repeat.

- Tell students this activity is to practise pronunciation.
- Play the recording without stopping and tell them to listen to the words and pay special attention to the letters in the different colour.
- Play the recording again and stop at the end of each line. Ask the class to repeat.
- Play again and pause for students to repeat the words chorally and individually.

5. Work in groups. Talk about what you do and say when you meet:

- your teacher
- your head teacher
- your parents after school
- your best friend
- your favourite film star
- a visitor to your school
- an American
- a Russian
- Ask students if they would always do the same when meeting these different people. Look at the list with the class together and elicit some ideas.
- Put students into groups of 3-4. Have them tell each other what to do when they meet each other.
- Students work in groups to talk about what they do when they meet the people in the list, how it is the same and how different. They may refer to the example sentences.
- Ask students to do a role-play in pairs. One plays a student while the other plays one of the people on the list. Have them greet each other by saying who they are meeting (e.g. their head teacher).

UNIT 2

Here are some ways to welcome them.

Reading and vocabulary

Preparation

- Tell the class they are going to do some exercises. They should follow you and do what you say.
- Tell students to stand up and shake their hands, their fingers, then their arms and their legs one at a time. Then they shake their bodies and shake their arms again.
- Repeat each instruction several times and ask students to repeat them with you.
- Tell students to touch their head, their shoulders, their knees, their left foot and their right foot.
- Then reverse the order. Tell students to touch their feet, knees, shoulders and head. Then touch their eyes, ears, nose and mouth.
- Put students into groups of 4-6. One plays the teacher and tells the group what to do.
- Tell students to change the teacher when you clap your hands.
- Circulate and monitor their work.
- Elicit the instructions by doing the action and writing them on the board. Ask students to copy the words and expressions.

1. Match the words with the parts of the body.

- Ask students to look at the picture and label the parts of the body with the words in the box.
- Ask students to check with their partners.
- Draw a stick figure on the board and ask students to come up and label it.

Answers

- | | | |
|---------|----------|-----------|
| 1. eye | 2. mouth | 3. finger |
| 4. knee | 5. leg | 6. foot |

2. Read the passage and answer the questions.

- Demonstrate “personal space”. Bring a student up to the front. You stand far, nearer and very close to the student.
- Demonstrate “stand close”, “hold” and “walk arm in arm”. Ask the whole class to repeat the new vocabulary.
- Ask students to read the questions. Tell them to answer the questions in pairs before they read the passage.
- Elicit their possible answers and write them up on the board.
- Then tell students to read the passage and answer the questions individually.
- Play the recording. Students listen and check.
- Elicit answers in pairs and check with the previous answers on the board.

Answers

- | | |
|--------------------|------------------|
| 1. No, it isn't. | 2. Yes, it is. |
| 3. No, they don't. | 4. Yes, they do. |
| 5. No, they don't. | |

Culture Box: *Never gesture towards someone's face with an open palm in Greece*

Greeks tend to stand closer to people than North Americans and northern Europeans, and they rely more on gestures when communicating. One gesture you should never use in Greece is the open palm, fingers slightly spread, shoved toward someone's face. It's a serious insult. So Greeks often wave goodbye with the palm facing them, which looks like “come here” to the English.

3. Check (✓) the body language you can use in different countries and places.

- Read the table with the students.
- Tell students to read the passage again to find the answers on their own. They can underline key information while reading.
- Tell students to check in pairs and go back to the passage if their answers are different.
- Elicit answers from the class.

Answers

	Stand close	Touch each other	Look at people when talking
Britain			√
Middle East	√		
South America		√	
US			√

4. Complete the passage with the words from the box.

- Ask students to read the passage and the words in the box first.
- Then tell students to complete the passage with the words from the box individually.
- Tell them to check their answers with their partners.
- Elicit answers by asking students to read out full sentences one at a time.

Answers

- | | | |
|------------|------------|-------------|
| 1. foreign | 2. Britain | 3. hold |
| 4. move | 5. someone | 6. personal |
| 7. polite | 8. wave | 9. fact |
| 10. rude | | |

Writing

5. Work in groups. Talk about your class rules.

- Look at the examples with the class. Teach the question “What do you do when you...?”
- Tell students to think about what they should do in the following situations: when the teacher comes into the classroom, when they want to ask a question during class, when they want to ask for a toilet break etc.
- Put students into groups to ask each other questions about the class rules.

6. Make a list of class rules for new students in your school.

- Tell students to imagine some new students are coming to their class. Put students into groups of

3-4 to discuss how to help new students know the class rules.

- Ask each group to make a list of the class rules.
- Remind students that rules can be positive or negative, i.e. begin with a positive (Do) or a negative (Don't). Ask students if they think that positive rules are usually more effective.
- Each group chooses a leader to present their rules to the class.

Possible answers

Don't take another student's things.
 Don't push anyone when in line.
 Don't shout.
 Ask the teacher when you need to leave the class.
 Walk quietly around the school.
 Do what the teachers say the first time they ask.
 Respect other students.
 Be helpful to new students.

UNIT 3

Language in use

Language practice

Preparation

- Go through the sentences in the practice box with the students.
- Ask students to repeat them after you chorally and individually.
- Ask students, “What do Chinese people do when they meet/talk to each other/say goodbye?” Set up open-pair work with one student asking and the other answering.
- Tell them to ask and answer about the Russians, the Americans and the Japanese on their own.
- Have students work in pairs and do a role-play. They may choose to be any nationality. Each pair makes a dialogue using body language according to the nationality they choose.

- Nominate some students to come to the front and show their performance to the whole class.

1. Work in pairs. Talk about do's and don'ts in a foreign country.

- Tell students to work in pairs and read the "Do's" information in the table quickly. Then one student covers the information, while the other tries to remember what the advice is. They can switch roles.
- Now tell them to read the "Don'ts" and do the same activity. Students try to remember and talk about it in pairs.
- Elicit advice about other countries (e.g. America).

2. Make a list of do's and don'ts to help visitors to Britain.

- Tell students to talk about what advice (do's and don'ts) people need to know about Britain. They may refer to Activity 1 and add more information.
- Ask students to make a list on their own.
- Then they work together in pairs to check and compare their lists.
- Write "Do's" on one half of the board and write "Don'ts" on the other half.
- Ask two pairs of students to come up and write under the "Do's" and two pairs to write under the "Don'ts".
- Each pair then passes the chalk to another pair.
- Check the board as a class, ask if they all agree or if there is anything they want to change.
- Correct any mistakes with the class.

Possible answers

Do shake hands when you meet a friend.
Do stand in line.
Do expect rain.
Please talk about the weather.
Do say "please" and "thank you".
Do look at people when you talk.

Don't touch people.
Don't ask people personal questions.
Don't ask a woman's age.
Don't talk with food in your mouth.
Don't be late.

3. Rewrite the sentences.

- Read through the example sentences with the class. Ask what they think they are.
- Write "Do's" and "Don'ts" on the board and elicit some school rules and write them on the board.
- Ask students to rewrite the sentences. Tell them they can add some more of their own.
- Tell students to check in pairs.
- Elicit full sentences from the class.

Answers

1. Be careful.
2. Clean and tidy the lab.
3. Don't touch anything if the teacher doesn't ask you to.
4. Don't bring food or drink into the lab.
5. Don't enter the lab alone.

4. Answer the questions. Use the words and expressions from the box to help you.

- Read through the words and expressions in the box with the class. Demonstrate "point at". Ask if it's polite.
- Ask students to do the activity individually.
- Students check with their partners by asking and answering.
- Elicit answers from the class.

Answers

1. They shake hands with each other.
2. No, it doesn't.
3. They usually kiss three times.
4. No, it isn't.
5. No, it isn't.
6. I wave my hand.

Around the world: The Japanese bow

- Ask students to look at the picture and describe what they can see. Read the information and talk about what they think.
- Discuss how Japanese body language is different to Chinese body language.

- Ask students if they think customs like bowing will ever change.
- Answer any questions students have.

Module task: Making a poster about body language

5. Work in pairs. Talk about different ways of saying hello and body language in China.

- Put students into pairs of 3-4. Give each pair a piece of A3 paper for them to make their poster on.
- In pairs, students discuss different ways of saying hello and welcoming them.
- Ask students to take notes while discussing.

6. Write the information on your poster.

- Students discuss and decide what information

they should include in their poster.

- Students write down the information they choose on the posters.

7. Find or draw some pictures to add to your poster.

- Ask students to draw or stick pictures on the poster to illustrate the information.

8. Show your poster to the whole class.

- Tell students to exchange their posters with other groups. Pass them around until they have read them all.
- Alternatively, stick them on the walls and everyone walks around and reads them.
- The class choose the one they like most.