

Topic 4
Part 3
Vocabulary practice and extra materials

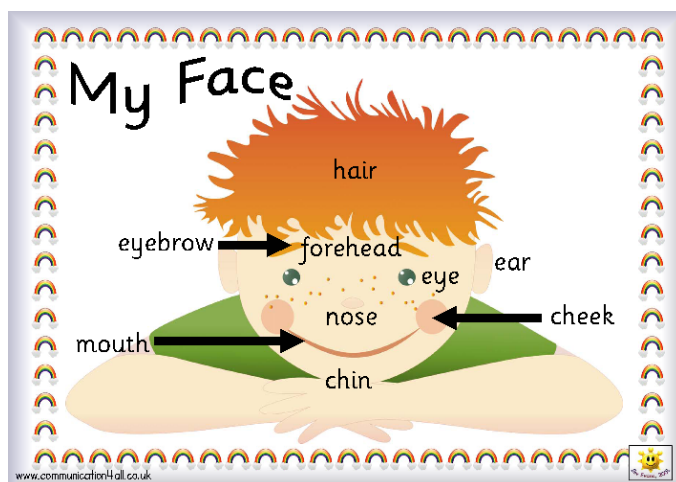
A Read the short text and fill in each blank space with the most appropriate word. There is one extra word in the list.

adult, at, behaviour, by, not, permissible, that, under, ways, what, which

Non-verbal communication is rule-governed; it is regulated _____ a system of rules and norms that state _____ is and what is not appropriate, expected, and _____ in specific social situations. We learn both the _____ to communicate nonverbally and the rules of appropriateness _____ the same time from observing the behaviours of the _____ community. For example, we learn that touch is permissible _____ certain circumstances but not others, and we learn _____ type of touching is permissible and which is _____ ; in short, we learn the rules governing touching _____ .

Facial expressions

A smile, frown, raised eyebrow, yawn, and sneer all convey information. Facial expressions continually change during interaction and are monitored constantly by the recipient. There is evidence that the meaning of these expressions may be similar across cultures.



In the picture you can see a brief description of a face. Try to find the other parts:
eyelid, lips, nostrils

Watch the video about facial expressions. Before you start check if you understand the key words:

automatic reaction, be aware of, bewilderment, manipulate

http://www.ehow.com/video_4939833_nonverbal-communication-facial-expressions.html

What are the two things that your face communicates?

When we want to describe facial expressions we can use **adjectives**:

angry, bored, depressed, happy, nervous, sad, scared, wise, worried, serious, surprised, tired

-ed and -ing adjectives

1 Many adjectives end in **-ing** or **-ed**.

an **exciting** day

The United manager was **pleased** with the results of the game.

2 Adjectives with **-ed** endings describe how we feel. They show our reaction to something or somebody.

No one is **interested** in my opinion.

I felt less **worried** after listening to Bill.

3 Adjectives with **-ing** endings describe what or who causes the feeling. They show the effect that something or somebody has on us.

Politics is **boring**.

Sam is **amazing** – he speaks six languages.

Practice

B Add an -ing or -ed ending to the adjectives in the text.

Time travel is an **1** interest ___ concept. It is not **2** surprise ___ that people are so **3** interest ___ in time travel because the idea is very romantic. In the 19th century, H.G. Wells wrote a very **4** excit ___ book called The Time Machine. It's a great novel and you won't be **5** disappoint ___ if you read it. The book also shows the dangers of time travel. The hero is **6** shock ___ and **7** confus ___ when he visits the past and future. At the end of the book he is lost in time and cannot come back to the present. This is a frighten **8** ___ finish to the book and readers who are **9** bor ___ with living in the present must read it carefully. We cannot change the past or know the future so we must live in the present. The world around us is full of **10** amaz ___ things. We don't need to visit the past or future to have an interest **11** ___ life.

C Complete the sentences with the correct form, underline it.

The news on TV was very worrying. I was very **worried**.

1 You should read this book. It's very *interesting/interested*.

2 I always feel very *relaxing/relaxed* after a hot bath.

3 She was very *depressing/depressed* after she failed her exams.

4 The journey was very long and *tiring/tired*.

5 His behaviour is very *embarrassing/embarrassed* when he's drunk.

6 She was *surprising/surprised* when she won 10,000,- pounds in the lottery.

7 Their parents were *annoying/annoyed* with them.

What's like?

We use the question to find out about a person's character.

She always looks cheerful.

He never smiles.

She often looks sad.

He's hardly ever nervous.

In English we usually put adverbs after verbs. But after **verbs of perception**, we put adjectives.

These verbs are **feel, look, seem, smell, sound, taste**.

So we say:

It looks bad. **NOT** It looks badly.

It sounds interesting. It smells terrible. She seems nervous. I feel tired.

Eye contact

Eye contact is a direct and powerful form of non-verbal communication, it is a major feature of social communication. It can convey emotion, signal when to talk or finish, or aversion. The frequency of contact may suggest either interest or boredom. We could say – it's all in the eyes.

We use different seeing verbs – **look, see, watch**

Remember

- you usually **watch** something that is moving
- you usually **look at** something that is still
- you hardly ever use **see** in continuous tenses

D Complete the sentences with the correct form of *look, see, watch*.

1 'Hello, Susan! Can you come and _____ me next week?'

2 100,000 people are in the stadium. They're _____ the football match.

3 The dentist said: 'I want to _____ at your tooth.'

4 I love _____ in shop windows.

5 'What's that over there? Can you _____ it?'

6 She normally _____ TV after dinner.

7 I hate _____ at myself in the mirror.

E Match the expressions with the definitions.

Expressions

1 to see eye to eye with somebody

2 to look up to someone

3 to look down on someone

4 to look someone up and down

5 to look someone straight in the eye

Definitions

A to be honest with someone

B to respect, admire someone

C to agree with someone

D to feel that you are superior to someone

E to inspect someone; to judge someone by their appearance

Picture description

Look at the pictures of people communicating non-verbally and describe them.

More examples of pictures you can find in <http://www.google.cz/images> .

Use adjectives and verbs you have learnt (topics 3 and 4).



„The two people in the picture look

„The woman in the picture seems tired



„These two people

“There is a man in the picture and he looks ...

Additional activity

If you are interested in improving your non-verbal communication and emotional intelligence you can visit the website

http://www.emotionalintelligencecentral.org/eq/nonverbal_communication.html

Taken and adapted from:

<http://www.bizmove.com/skills/m8g.htm>

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