

UNIT 9

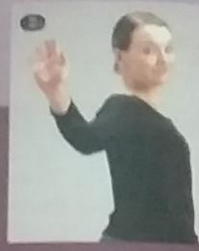
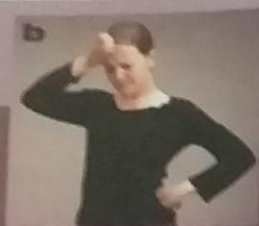
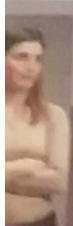
Body Talk

- describing nouns
- body language
- giving signs with body language

Reading: what body language means

Look at the pictures a-f below. How are the people feeling? How do you know?

- 2 Read the text and match the pictures to the gestures that are mentioned.



Talking bodies

We know what our words mean, but how good are we at understanding body language?
Sarah Frost reports

When you talk to people face to face, you communicate with much more than your words and the sound of your voice. You also give an enormous amount of information through the language of your body. In fact, in any communication, over 50 per cent of the information you give comes from your body language. We all use body language, whether consciously or subconsciously, and it can tell people more about us than we might want them to know.

The use of body language can be a powerful indicator of how you feel. This is often a conscious way of communicating. Smiling shows you are happy; shrugging your shoulders tells someone that you don't know something or that you don't care, and waving is a way of saying 'hello' or 'goodbye'. There are other gestures, however, that give information without you realising. Crossing your arms may indicate that you are relaxed, bored or want to protect yourself; scratching your head might show you are puzzled; tapping your foot might mean you are feeling impatient, and fidgeting might show you are nervous.

When people are good friends or when two people agree with each other, they often echo each other's body language, crossing their legs in the same way or using the same gestures. This is often done subconsciously but a person might copy someone else's body movements consciously to make fun of them! How often you look into someone's eyes also sends powerful messages. We make eye contact

more often in a conversation with friends than with strangers and lack of eye contact can indicate nervousness. In general conversation, we look at each other for short periods of time, but when the topic becomes more personal we often look away. Deep eye contact is usually only used for very strong emotions such as love or anger. If someone avoids eye contact altogether when speaking, it might mean they are not telling the truth.

The physical distance between speakers can indicate a number of things. Standing close together, for example, can suggest intimacy, whilst distance may indicate formality or a lack of interest. Standing close to someone may be quite appropriate in some situations, such as an informal party, but completely out of place in others, such as a meeting with your boss.

Body language can sometimes get you into trouble when you travel abroad. Smiling is an almost universal signal of pleasure or welcome, but other gestures may have different meanings in different cultures. The same gesture, used in different cultures, can mean 'OK', 'zero', 'fantastic result', 'money' - or something much more insulting! In Britain, people often raise their eyebrows to suggest surprise or interest; when they bite their lip we think they may be uncertain or worried; when they clench their teeth or their fist we know they are angry.

So when you next talk to somebody - be careful. Your body may be saying a lot more than you think!

3 Match these words from the text with the following meanings.

universal subconsciously protect yourself
strangers intimacy uncertain fidgeting

- a a close personal relationship
- b all over the world
- c confused
- d making a lot of small, restless movements, usually with your hands
- e people we don't know
- f to do something without being aware
- g to make yourself safe from danger

4 Fact check According to the text, why might people:

- a ... smile?
- b ... raise their eyebrows?
- c ... bite their lips?
- d ... shrug their shoulders?
- e ... cross their arms?
- f ... wave?
- g ... scratch their head?

5 Comprehension Look at the text again and answer these questions.

- a How might the topic of conversation affect how much eye contact you make?
- b How does your relationship with the person you are talking to affect the physical distance between you?
- c How and why do people use each other's body language?
- d Why could using certain gestures in another country get you into trouble?

Language in chunks

6 Match the phrases in the first column with their opposites in the second column.

face-to-face	appropriate
out of place	lying
telling the truth	without seeing the people we're talking to

7 Complete the following sentences with the correct expression from Activity 6.

- a Before we go on, I need to know that you are _____.
- b Look, it would be much easier if we talked _____ rather than on the phone.
- c I feel really _____ here. Can we go home?

Vocabulary: body language

Using a dictionary: verb collocation

8 Look at this dictionary entry for *clench*.

clench /klenʃ/ v [T] 1 clench your fists/teeth/ etc to hold your hands, teeth etc together tightly usually because you feel angry or determined. *He was pacing the sidelines, her fists clenched.* 2 to hold something tightly in your hand or between your teeth. *a cigar clenched between his teeth*

- a Does the verb always take an object? How do you know?
- b What nouns is it used with most often?

- 9 Using a dictionary, choose a noun from the second list that is often used with these verbs. Sometimes there is more than one answer.

Verbs

- a clench + _____
 b cross + _____
 c fold + _____
 d nod + _____
 e point + _____
 f raise + _____
 g scratch + _____
 h shake + _____
 i shrug + _____
 j wag + _____
 k wave + _____

Nouns

- arms
 ear
 eyebrows
 finger(s)
 fist
 hand(s)
 head
 legs
 neck
 shoulders
 teeth



- 10 Look at the picture and say who:

- a _____ has folded his arms.
 b _____ is clenching his fist.
 c _____ is wagging its tail.
 d _____ has crossed his legs.
 e _____ is raising her eyebrows.
 f _____ is pointing at someone.
 g _____ is waving her arms.
 h _____ is nodding his head.
 i _____ is scratching his head.
 j _____ is shrugging her shoulders.

- 11 Complete the sentences using a verb and noun pair from Activity 9. Change the verb to the *-ing* form and add a possessive adjective (e.g. *his, her*).

- a 'Get your dog out of my garden!' Mr King shouted,
shaking his fist
 b 'Yes, you're right,' Louise agreed,

 c 'Look, it's over there,' Juan said,

 d 'I don't really care,' Carla said,

 e 'This is a really comfortable chair!' the customer said,

 f 'Goodbye,' Frank said,

 g 'You are a very naughty girl!' the teacher said,

 h 'Oh dear. I just don't understand how it works,' the technician
 said, _____
 i 'Ooh! That's a surprise,' Barbara said,

 j 'I must try to be patient,' Janine thought,

12 What gestures do people use in your country to do the following?

- a say 'hello': _____
- b say 'goodbye': _____
- c express agreement: _____
- d express anger: _____
- e express boredom: _____
- f express relaxation: _____
- g express disagreement: _____
- h express indifference: _____
- i express surprise: _____

Pronunciation:

how many syllables?

13 Listen to Track 47 and write down how many syllables you hear for each word.

- a different
- b interest
- c usually
- d consciously
- e general
- f intimacy
- g subconsciously
- h relaxation

14 Find more three- and four-syllable words in unit.

Speaking: test your memory

15 Look at the picture. Give yourself exactly 50 seconds. Try to remember everything in it.

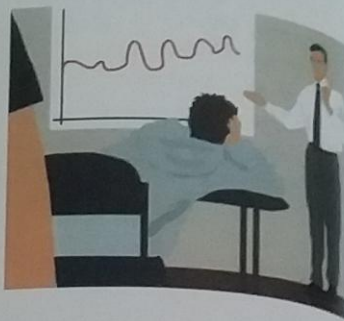
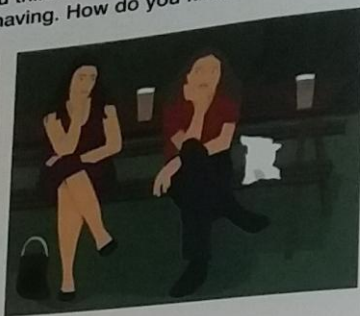


Now cover the picture. In pairs discuss how much you remember, and write down what you discuss.

16 Look at the picture again. Who remembered the most details correctly?

Functional language: using gesture to express meaning

17 Look at the pictures. How do you think the people feel about each other and the conversations they are having. How do you know?



18 Think of someone you would like to interview for a newspaper article or TV interview. Write in the table seven interview questions that you could use.

Examples: What kind of music do you like?

What has been the most important moment in your career so far?

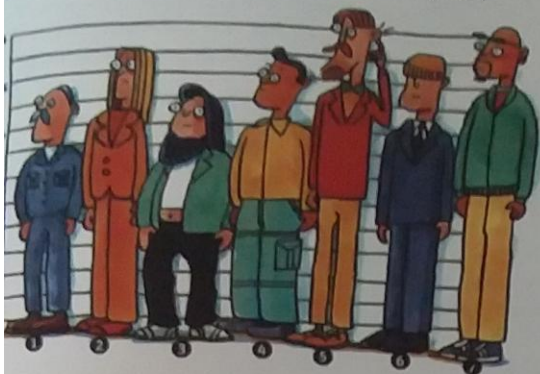
Question 1:	
Question 2:	
Question 3:	
Question 4:	
Question 5:	
Question 6:	
Question 7:	

Work in pairs.

Give your partner your questions for the person you have chosen. Your partner uses the questions to interview you as if you were that person. You can use your imagination for your answers. Choose a letter between *a* and *m*. Look at Activity Bank 5 on page 152 to find the letter which shows how you are feeling. Repeat the interview, but this time show how you are feeling using body language and tone of voice. Your interviewer has to guess which letter you chose.

Listening: line-up

Look at the picture. Why are the men there?



Listen to Track 48. Which man 1-7 does the woman choose?

Fact check Listen to Track 48 again. Answer the questions.

- How did the woman get to the police station?
- What did someone take from her?
- What does the woman say about her eyes?
- Why is she unsure about the identity of the thief?

Which word fits in all of the gaps in the following extract?

POLICEMAN: Well, who is it?

WOMAN: That _____.

POLICEMAN: Which _____?

WOMAN: The _____ with the beard.

POLICEMAN: There are three men with beards.

WOMAN: Yes.

POLICEMAN: So which _____ is it? Please.

WOMAN: The tall man in a green jacket.

POLICEMAN: Yes, but there are two men with green ...

WOMAN: Look! That _____.

POLICEMAN: Which _____?

WOMAN: The _____ scratching his ear.

Check your answer with Track 48.

Over the picture. Now write a description of man number 3. Compare your descriptions. Are you good witnesses?

Grammar: noun phrases

25 Find the words or phrases in the box which can be used to modify the nouns in **blue** in the following sentences.

at the side of the building	membership
temporary	without a card
at the desk	valuable
in the blue uniform	horrible
sports	dangerous



- The **man** stopped Jenny as she went into the club.
the man in the blue uniform
- 'Have you got your **card**?' he said.
- Jenny looked in her **bag**, but she couldn't find it.
- 'I'm afraid I can't let anyone into the club,' he said.
- Somebody has damaged a lot of **equipment**.
- 'But you know it wasn't me! I'm not a **criminal**!' she said.
- 'Well, you can get a **card** from the desk,' he said, smiling.
- 'Thank you,' she said, 'the **girl** will recognize me, I'm sure.'
- Jenny followed the man through a **door**.
- 'Why would anyone do such a **thing**?' she wondered.

Look at 9A and 9B in the Mini-grammar, to your answers.

26 Match the first and second half of each headline. The first one is done for you.

- | | |
|-----------------------------|-------------------------------|
| a Government closes cancer | 1 ... written by son |
| b Father attacks book | 2 ... parked outside embassy |
| c Lawyer defends politician | 3 ... ward in local hospital |
| d Mother searches for son | 4 ... bitten by dog |
| e Photographer films woman | 5 ... sleeping in class |
| f Police blow up car | 6 ... accused of taking money |
| g Swimmer frees dolphin | 7 ... with memory loss |
| h Thieves steal picture | 8 ... accused of shoplifting |
| i Teachers find more pupils | 9 ... painted by Rembrandt |
| j Ambulance crew helps boy | 10 ... caught in net |

27 Complete the following news stories by adding the information in the boxes. Use either the present participle or the past participle after each noun.

a A report (1) _____ has said that the steel bridge (2) _____ is unsafe. People (3) _____ have felt it swaying from side to side. Martyn Jackson, the architect (4) _____, blames the construction company for the problems (5) _____.

The report was published in the *Daily* Cox and Proscutin constructed the bridge. People were walking across it. Martyn Jackson is employed by the city. The public have experienced problems.

b People (1) _____ were surprised to see a huge plastic elephant (2) _____. It stood beside a 20-foot-high pagoda (3) _____. They were intended to advertise the new art gallery (4) _____.

The people were driving along the motorway. The elephant was covered in ribbons and flags. The pagoda was brought from Manchester. The gallery was opened by the mayor the next morning.

c A special police squad (1) _____ has been hunting the gang (2) _____. The head of the city's crime division, (3) _____, warned that these men could be dangerous and that anyone (4) _____ should not approach them. They should contact the police immediately.

The police squad is trained in surveillance. The gang was seen on the security video. The head of the city's crime division spoke on television yesterday. Anyone who sees the criminals should approach them.

28 Using the language patterns from Activity 27 describe a famous person or someone in the class. The others have to guess who it is.

Examples: I'm thinking of a young person with blue eyes - in this classroom!

I'm thinking of a woman married to a footballer. She's a singer with a pop group.

Writing: written statements

29 Read the witness statement. It was written by the police officer who interviewed John Burney. The police officer wrote the statement in the first person (I = John Burney). John Burney will be asked to sign the statement. Answer the questions.

- a What crime took place?
- b How many people were involved?

WITNESS STATEMENT FORM

NAME: John Burney
ADDRESS: 32 Albert Close, Glasgow, GL2 1BT

STATEMENT

I was in the bank at 12.30. I saw two men and a girl run into the bank. A tall, white man with a gun ran up to the window and shouted something like 'Give me all your money'. He had short, dark hair. A second man, with a suitcase, went up to the window and helped the first man to put money into it. He was a 30-year-old, black man wearing jeans and a black sweater. He was very tall. The girl was about 25 with long blonde hair, wearing red trousers and a white shirt. When the suitcase was full I saw all three of them run out of the bank.

Signed: _____

Date: _____

30 Listen to Track 49. John Burney (the witness) is describing the scene to a police officer. What three mistakes has the police officer made?

31 Look at the picture. Write a conversation, like the one on Track 49, between someone who saw the event and the police officer who is interviewing them.

32 Using the conversation you have written, write a 'witness statement' like the one in Activity 29.



Review: grammar and vocabulary

33 Read the following passage. What words and phrases describe the nouns in blue?



We went to a lovely party given by the old man from number 27 last night. We really enjoyed the meal cooked by his eldest son.

We then moved into the elegant sitting room. It had blue walls covered with expensive paintings. Suddenly there was a knock at the front door. The neighbour from number 29 went to answer it, but when she opened the old, green door, two men wearing

masks ran past her and came into the room.

It was terrifying. One of the men was carrying a shotgun with two long barrels, and he told us he'd kill us immediately if we moved a muscle. So we just sat there as they took the biggest paintings in the house and wrapped them in a large piece of white cloth. Then they ran out and got into a van parked in front of the house.

We rang the police and two young officers arrived in two minutes from the local police station. They asked us long and detailed questions.

The tall policeman with the big moustache told us they would do everything they could to catch the thieves.

Examples: party - lovely (a lovely party)

party - given by the old man (a party given by the old man)

Expand these sentences by putting words and phrases before and after the nouns to describe them.

A driving instructor was talking to a man.

A young driving instructor with blond hair and a beard was talking to a tall man.

The bank manager looked at the bank notes.

The boy bought a new calculator.

The café was in a street.

The dog knocked over the computer.

The executive had always wanted a mobile phone.

The girl was reading a poem.

The man had his first driving lesson.

The police officer found a photograph.

The violinist played the music.

The woman pointed to the suspect.

35 Look at these people. What are they doing? What does the action mean? How do you think they feel?

Example: Paul's waving his arm. He's saying goodbye to someone. He feels sad.



Review: vocabulary

Word List

arm body language clench cross (v)
 ear eyebrows fidget finger fist fold
 gesture head intimacy leg neck nod
 point protect puzzled raise scratch
 shake shoulders shrug strangers
 subconsciously teeth wag wave
 witness witness statement universal

Word Plus


face-to-face
 to be out of place
 to tell the truth
 the one with the beard

- 36 Find at least three words from the Word List which have more than one meaning.


Pronunciation

- 37 a How many different sounds does each of the following words have?
 Which is the easiest / most difficult word to pronounce?

- 1 cross 4
- 2 finger
- 3 indifference
- 4 puzzled
- 5 strangers
- 6 truth

-  Listen to Track 50 and check.

- b Find words in the Word List with four syllables. Where is the main stress?

-  Listen to Track 51 and check.

What other words can you think of with the same stress patterns?

- 38 When you look at people, how do you know if they:

- a ... are telling a lie?
- b ... are puzzled?
- c ... are feeling impatient?