

A close-up photograph of two basketball players in white and orange jerseys. The player on the right is shouting with his mouth wide open, eyes closed, and a determined expression. The player on the left is embracing him from behind, with his arms wrapped around the first player's chest. The jersey of the player on the left has the name 'HEPPER' visible. The background is blurred, showing other people and the arena environment.

Unit 3

Nonverbal Messages

In this unit, you will hear people discuss nonverbal communication. Chapter 5 deals with *body language*. You will hear interviews with three immigrants to the United States, as well as a lecture on body language across cultures. Chapter 6 covers how we communicate via *touch* and *space*. The same three immigrants will discuss cultural differences they have noticed in these channels of communication. Finally, you will hear a lecture on three different aspects of nonverbal communication.

Contents

In Unit 3, you will listen to and speak about the following topics.

Chapter 5 Body Language	Chapter 6 Touch, Space, and Culture
Interview 1 Brazilian Body Language Interview 2 Korean Body Language Interview 3 Japanese Body Language Lecture Body Language Across Cultures	Interview 1 Marcos: Touch and Space Interview 2 SunRan: Touch and Space Interview 3 Airi: Touch Lecture Nonverbal Communication: The Hidden Dimension of Communication

Skills

In Unit 3, you will practice the following skills.

L Listening Skills	S Speaking Skills
Reading nonverbal cues Responding to true/false statements Determining which way <i>this</i> or <i>that</i> is pointing Using your body to communicate Summarizing what you have heard Decoding the meaning of word stress Listening for stress and intonation	Recalling what you already know Thinking critically about the topic Considering related information Looking beyond the facts Sharing your personal and cultural perspective Personalizing the topic Using comparison/contrast Analyzing cultural content
V Vocabulary Skills	N Note Taking Skills
Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context Comparing information from different sources	Restating what you have heard Mapping Recording information Reading nonverbal cues Recalling what you already know Summarizing what you have heard

Learning Outcomes

Prepare and **deliver** an oral presentation comparing body language in two cultures

Chapter 5

Body Language



Look at the photograph above and answer the questions with a partner.

1. These business people are meeting for the first time. Describe their body language.
2. What do you think will happen next?

1 Getting Started

In this section, you will discuss the different aspects of body language and identify some common gestures used in the United States.

1 Reading and thinking about the topic

A Read the following passage:

Humans use language to communicate, but we also communicate *nonverbally* with our bodies. The way in which we stand or sit, how we use our eyes, what we do with our hands, as well as what we wear – all of these convey powerful messages to other people. In fact, anthropologists claim that only a small percentage of what we communicate is verbal; most of it is nonverbal.

Some of our body language is *conscious*; for example, we use the “thumbs up” gesture to signal “OK,” or we frown to show that we are not pleased. But much of what we communicate with our bodies is *unconscious*: we are not even aware that we are doing it. Even in one’s own culture, unconscious body language can be difficult to read. Imagine, then, how much more incomprehensible the body language of someone from a different culture would be!

B Answer the following questions according to the information in the passage:

1. With what parts of our bodies do we convey nonverbal messages?
2. What is conscious body language? Give an example.
3. What is unconscious body language? Think of an example.

C Discuss your experiences with a partner.

1. Think of examples of conscious body language used in your culture. Demonstrate them and explain what they mean.
2. Have you ever misunderstood the body language of someone from a different culture? Explain.

2 Reading nonverbal cues L S

Always pay attention to nonverbal cues like gestures and head movements. They are a very important dimension of communication.

A Look at the gestures in the photos below. What message do you think each person is communicating? Discuss your guesses with a classmate.



1



2



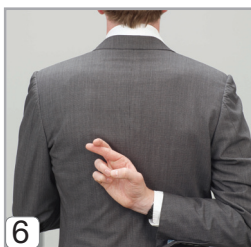
3



4



5



6



7



8

🔊 **B** You are going to hear eight statements. After each statement, find the gesture in Step A that expresses the statement. Write the number of the correct drawing in the blank after the letter.

- | | | | |
|---------|---------|---------|---------|
| a. ____ | c. ____ | e. ____ | g. ____ |
| b. ____ | d. ____ | f. ____ | h. ____ |

C Compare matches with a partner. Did you get the same answers?

D As a class, go over the eight pictures. Do these gestures mean the same thing in your culture(s)? If not, what gesture do you use to express the same thing?

2 Real-Life Voices

In this section, you will hear interviews with three immigrants to the United States: Marcos, SunRan, and Airi. They come from Brazil, South Korea, and Japan, respectively. They will talk about differences that they have noticed in American gestures, facial expressions, and eye contact.

BEFORE THE INTERVIEWS

Recalling what you already know

- A** Think about the body language of people in your country. How much use do they make of eye contact, gestures, and facial expressions? Compare this with what you know or think about body language in other cultures.
- B** Complete the chart by circling a number from 1–5. A number 1 means a little body language, and a number 5 means a lot. Don't worry if you're not sure; just make your best guess. If you are from Japan, South Korea, or Brazil, leave the first line blank.

NONVERBAL COMMUNICATION: Use of Body Language					
	A Little		An Average Amount		A Lot
People in my country use . . .	1	2	3	4	5
I think Americans use . . .	1	2	3	4	5
I think Japanese use . . .	1	2	3	4	5
I think South Koreans use . . .	1	2	3	4	5
I think Brazilians use . . .	1	2	3	4	5

- C** Compare guesses with a partner. Discuss differences.

INTERVIEW 1 Brazilian Body Language



Brazilian soccer star Pelé talking with his hands

1 Examining vocabulary in context

Here are some words and expressions from the interview with Marcos, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

I wanted **to pick your brain**: *to get some information from you* [informal]

My eyes tend **to wander**: *to move around, to look in different directions*

I've **had people think** I wasn't paying attention: *sometimes my behavior causes people to think*

They **talk with their hands**: *use hand gestures as they are speaking*

observing how **seldom** people here seem to make gestures: *rarely, infrequently*

Brazilians **do indeed** talk a lot with their hands: *truly; in fact; actually*

because of an **unfamiliar** gesture: *unknown; not recognized*

I wasn't doing any such thing!: *You're wrong! I was not doing that!*

2 Responding to true/false statements

A Read these statements before you listen to the interview with Marcos.

- ___ 1. Marcos moved to Brazil eight years ago.
- ___ 2. According to Marcos, North Americans use more eye contact than Brazilians.
- ___ 3. Marcos tends to look all around him when he's listening to someone.
- ___ 4. Marcos noticed that his Italian relatives talked a lot with their hands.
- ___ 5. Marcos says that people in the United States use their hands much less than Brazilians do.
- ___ 6. Marcos's North American wife was confused by the way Marcos waved to her.

 **B** Now listen to the interview. Mark the statements T (true) or F (false).

C Compare answers with a partner. Correct the false statements together.

INTERVIEW 2 South Korean Body Language

1 Examining vocabulary in context

Here are some words and expressions from the interview with SunRan, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

American **hand signals**: *hand movements that have a specific meaning*

the way you say "come," with your **palm** upward: *the inside part of the hand*

It means they are **interested**: *physically attracted*

It's considered more polite to stand still: *according to social rules, it is thought to be*
stand **still**, sit **still**, not move anything: *motionless*

It was kind of a sign of **bad manners**: *impolite or improper behavior*

I try to **minimize** that: *reduce; do less*

How come you move so much?: *why* [informal]

2 Responding to true/false statements L S

A Read the following statements before you listen to the interview with SunRan.

- ___ 1. SunRan has lived in the United States since she was ten years old.
- ___ 2. In South Korea, the American gesture for “come here” is used to call dogs.
- ___ 3. When talking to an older person or someone with a higher social position, South Koreans traditionally look at the person’s feet.
- ___ 4. Crossing one’s arms is a sign of respect to older people in South Korea.
- ___ 5. Between males and females, direct eye contact is a sign of attraction.
- ___ 6. After ten years in the United States, SunRan’s body language is still completely South Korean.



The subway in Seoul

B Now listen to the interview. Mark the statements T (true) or F (false).

C Compare answers with a partner. Correct the false statements together.

South Korean students



1 Examining vocabulary in context V

Here are some words and expressions from the interview with Airi, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

misunderstandings because of differences in gestures: *situations in which a person interpreted information incorrectly, usually resulting in bad feelings*

a **formal portrait**: *posed photograph for a special occasion like a marriage or graduation*

“Why didn’t you smile?” “I **did** smile!”: *English uses auxiliary verb (do/be/have/can, etc.) + verb to correct a mistake and emphasize that the opposite is true.*

this **gesture for “so-so, sort of”**: holding the hand out with palm down and fingers spread, then rotating it to the right and left

more than is **typical**: *usual; common*

I first started **dating** my husband: *going out with; seeing socially*



Airi (at left) at the wedding of her American sister-in-law


2 Restating what you have heard N L S

A Read the incomplete paragraphs and predict how you might fill in the blanks.

Airi is married to _____, and she has lived in the United States for _____. Airi discovered one difference in body language between Americans and _____ when she saw herself in a _____ taken at her _____ wedding. All of the people in the picture were _____ with their _____ showing – except for _____. She felt _____ when she saw the picture.

Airi thinks that Japanese and Americans have similar attitudes about eye contact: In both countries, it's good for people to _____ when they're talking because it shows that they _____.

Airi has noticed that Americans use more _____ than Japanese. However, Airi says that she is more like an American in this respect: She started using a lot of _____ when she met _____ because it was so difficult to _____.

 **B** Now listen to the interview, and then complete the paragraphs.


C Compare paragraphs with a classmate. They do not have to be exactly the same.

3 Determining which way *this* or *that* is pointing

This and **that** are a type of pronoun – that is, they act as a substitute for a noun or some other construction that is acting like a noun. What can be confusing about **this** and **that** is that they can point either backward (to a phrase or idea that was already mentioned) or forward (to something that will follow). For example:

Body language varies by culture. ←That can be very confusing for foreign visitors.

This is what makes it complicated:→ Body language is both conscious and unconscious.

 **A** You will hear five excerpts from the interview with Marcos. In each excerpt, you will hear *this* or *that*. Listen and decide if the word or idea which *this/that* points to comes before (←) or after (→). Circle the correct arrow.

1. ← this → = _____

2. ← that → = _____

3. ← that → = _____

4. ← that → = _____

5. ← that → = _____

B Compare answers as a class. Listen again and try to write down the word or idea which *this/that* points to. Use the blank lines in Step A.

AFTER THE INTERVIEWS

1 Thinking critically about the topic

Don't forget to evaluate the opinions of others in light of your own knowledge and experience. The ability to think critically is one of the most important skills for a student to develop.

We can make generalizations about body language, but it is important to remember two things:

- Body language is very complex and largely unconscious.
- Everyone's experience is different.

Read and think about these questions, and then discuss them as a class.

1. In this section you heard some generalizations about the use of gestures, facial expressions, and eye contact in the United States. What are these generalizations? From your experience and knowledge, do you agree or disagree with them?
2. SunRan and Airi have felt the influence of American body language. Whether or not you have spent time in the United States, has your use of gestures, facial expressions, or eye contact been influenced by American culture? If so, how?
3. What generalizations can you make about body language in your culture? If you are from Japan, Korea, or Brazil, do you disagree with anything you heard in the interviews? Can you add more information?

2 Considering related information

A Read this list of body signals. To make sure you understand them, perform them for a partner.

- | | |
|---------------------------|---------------------------|
| • scratching the head | • winking |
| • shrugging the shoulders | • tapping the fingers |
| • lifting an eyebrow | • leaning forward quickly |

B Body signals can have more than one meaning. The sentences in boxes A and B that follow give two meanings for each of the signals in Step A. One of you should look *only* at Box A, and the other *only* at Box B. Ask your partner questions to find the information you need to fill in the blanks in the sentences.

A

1. Lifting an eyebrow might mean _____ , or it might mean surprise.
2. Shrugging the shoulders might mean the person doesn't care, or it might mean _____ .
3. Scratching the head might mean _____ , or it might mean the person has an itch.
4. Tapping the fingers might mean impatience, or it might mean _____ .
5. Winking might mean _____ , or it might mean the person's not serious.
6. Leaning forward quickly might mean forcefulness, or it might mean _____ .

Student A

What might it mean if an American lifts an eyebrow?

What else might it mean if an American lifts an eyebrow?

Student B

1. Lifting an eyebrow might mean disbelief, or it might mean _____ .
2. Shrugging the shoulders might mean _____ , or it might mean the person doesn't know.
3. Scratching the head might mean the person is confused, or it might mean _____ .
4. Tapping the fingers might mean _____ , or it might mean anxiety.
5. Winking might mean intimacy, or it might mean _____ .
6. Leaning forward quickly might mean _____ , or it might mean the person wants attention.

B

3 In Your Own Voice

In this section, you will practice nonverbal communication, and you will interpret the body language of your classmates.

Using your body to communicate **L S**

When you are in a foreign culture, the ability and willingness to communicate with your face, eyes, and hands is a critical advantage in making yourself understood by others.



We use gestures long before we use words.

- A** Listen again to what Airi said about how she communicated with her American husband when they first met. She spoke little English, and he spoke less Japanese.
- B** Now work with one or two other students. Decide together on a brief (1–2 minute) situation that you want to act out, and on who you and your partner(s) are. For example, you might be friends having lunch in a restaurant, and then arguing about who is going to pay the bill. The purpose is to communicate your story without words. Use your posture, your hands, your eyes, your face, even your voice – but no words.
- C** Now you are going to watch your classmates perform. As a class, make *conjectures*, or guesses based on incomplete information, about what is happening. Here is some language you can use:

Making Conjectures

I'm not sure where they are, but I think it's _____.
I think it might be _____.
It looks to me like they are _____.
I don't think so because _____ is _____. I think they are _____.
_____ seems to be really upset/tired/excited/frustrated/_____.
I get the impression that they are in _____.
Now they seem to be _____ing about something.

- D** After you and your partner(s) act out your situation, confirm your classmates' guesses or correct them if they misunderstood. Use this language to help you. For polite corrections, review the language in Chapter 3 on page 56.

Confirming Guesses

You were correct when you said _____.
Who did you think we were? _____. That's absolutely correct.
You were right! / You guessed it! / You're absolutely right.
What did you think we were talking about? _____. Yes, that was it! Well done!

4 Academic Listening and Note Taking

In this section, you will hear and take notes on a two-part lecture given by Ellen Summerfield, a professor of communication arts. The title of the lecture is “Body Language Across Cultures.” Professor Summerfield will discuss the challenges of understanding the nonverbal aspects of communication in a different culture.

BEFORE THE LECTURE

1 Looking beyond the facts

Always look beyond the facts that you hear and read, and consider what they mean in concrete terms. One good way to do this is to relate the facts to your own experience.

- A** Read and think about the following quotations about nonverbal communication. Look up any words that you do not know.

“[A]nthropologists claim that only a small percentage of what we communicate is verbal; most of it is nonverbal.” – Introductory reading to this chapter, page 87.

“[E]xperts in the field of communication estimate that somewhere between 60 and 90 percent of everything that we communicate is nonverbal.” – Professor Ellen Summerfield, “Body Language Across Cultures”

- B** How can it possibly be true that 60 to 90 percent of all our communication is nonverbal? Work with a partner. Ask this question:

“Do you like [any item or person]?”

Complete the question with anything you want (e.g., *chocolate? football? coffee? [a particular movie actor]?*). Your partner will answer your question truthfully using **only nonverbal cues**. Observe them and tell your partner what you saw. For example:

You lifted your shoulders and looked up at the ceiling. You frowned. I conclude that you don’t like chocolate.

Take turns with your partner.

C With your partner, read and perform the following two-line dialogue silently with as many different interpretations as you can (e.g., impatience, excitement, anger). Use nonverbal cues to convey the different meanings.

A: *Are you ready to go?*

B: Yes.

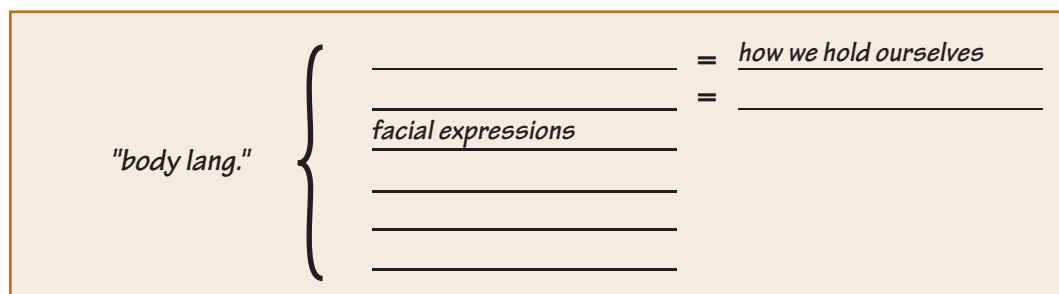
D Perform one of your interpretations of the dialogue for your classmates. Ask them what feeling(s) they thought you were communicating, and what nonverbal cues they noticed.

2 Mapping N L S

When you are taking notes on a lecture, you want your notes to reflect the organizational structure of the lecture. You have practiced doing this with indenting. Another method of taking notes is called *mapping*. With mapping, you begin with the main idea near the center of your paper and draw lines out to related points. Mapping has several advantages:

- It gives a visual representation of the structure of a lecture and the relationships between the ideas.
- As you take notes, you can show connections between different parts of the lecture simply by adding lines.
- Mapping makes it easy for you to go back and add further details at any time during a lecture. This is helpful, because some lecturers tend to skip around as they speak and return to add comments about an earlier point.

A Study the following incomplete “map.” It represents an excerpt from Professor Summerfield’s lecture. There is one main point in the excerpt. How many supporting points are there? How many definitions?



B Now watch or listen to the excerpt and complete the map. Listen a second time and fill in anything you missed.

C Compare maps with a partner.

1 Guessing vocabulary from context V S

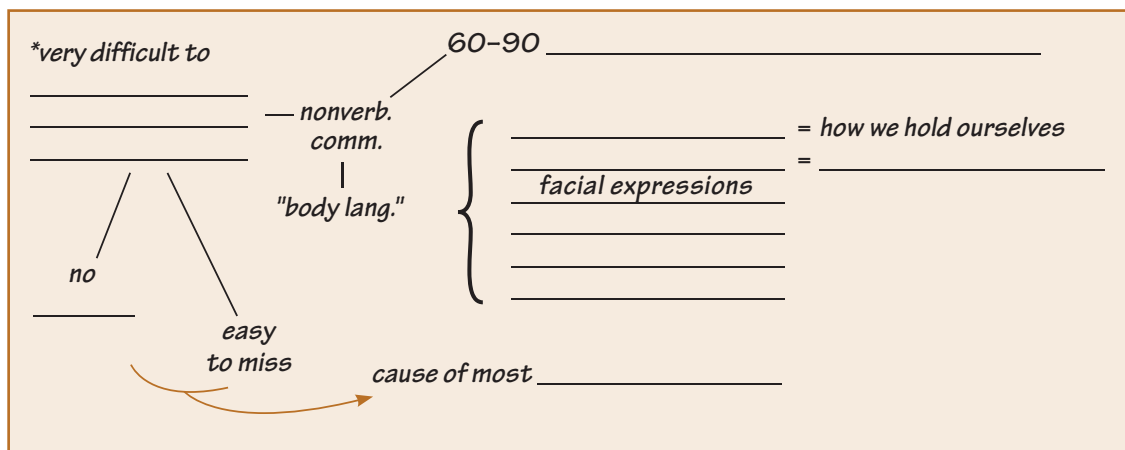
A The following items contain vocabulary from Part 1 of the lecture. Use the context to choose the best definitions for the words in **bold**. Then check in a dictionary.

1. We're concerned about how the other person **interprets** our words.
a. changes b. does not believe c. understands
2. **There is enormous emphasis, in all our interactions, on words.**
a. We always use a great deal of word stress when we speak to others.
b. We believe that the words that we use to communicate are very important.
c. We think it's important to use gestures as well as words when we speak to others.
3. and our **tone of voice**
a. voice quality (e.g., loudness) b. how quickly we speak c. pronunciation
4. Who has permission to touch whom, and **under what circumstances?**
a. when and where b. in what manner c. why
5. After all, if we're learning another language, **what do we learn but words?**
a. We do not learn words. b. We learn only words. c. We learn only gestures.
6. It's very easy to misinterpret these cues, or miss them **altogether**.
a. in a group b. completely c. unconsciously
7. if you're **puzzled** by what's happening to you in a foreign culture
a. confused b. angered c. interested

B Compare answers with a partner.

2 Mapping N L

A Study the following incomplete map of Part 1 of the lecture. Try to predict from the map how the lecture is structured.



B Now watch or listen to Part 1 of the lecture. Complete the map as you listen.

C Compare maps with a classmate. They do not have to be exactly the same.

1 Guessing vocabulary from context V S

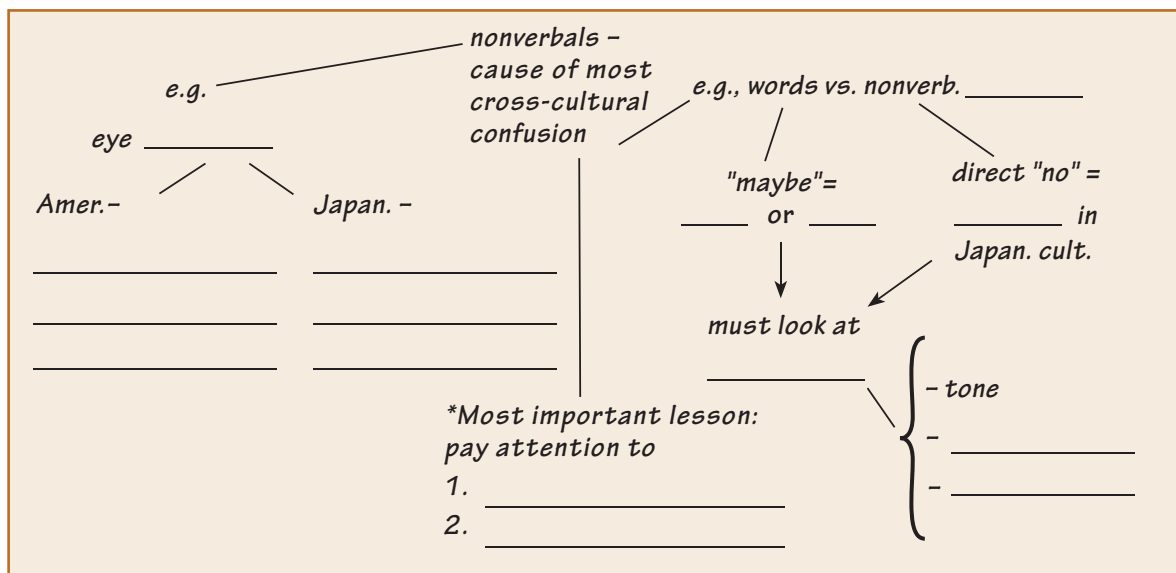
A The following items contain some important vocabulary from Part 2 of the lecture. Use the context to help you choose the best definitions for the words in **bold**. Then check your guesses in a dictionary.

1. Looking directly into another person's eyes is **appropriate**, and if you look down, you may be showing disrespect.
a. impolite b. proper c. friendly
2. I was paying attention to what was said to me rather than to nonverbal **cues**.
a. answers b. questions c. signs
3. I have great respect for this **colleague**.
a. supervisor b. co-worker c. employee
4. I know that he wanted to **cooperate**.
a. be helpful b. take control c. disagree
5. I always interpreted this as a **green light**.
a. warning b. signal for "yes" c. signal for "no"
6. It's so important if we want to understand the more **hidden** side of communication.
a. not obvious b. foreign c. not polite

B Compare answers with a partner.

2 Mapping N L

A Study the following incomplete map of Part 2 of the lecture. Try to predict from the map how this part of the lecture is structured.



B Now watch or listen to Part 2 of the lecture. Complete the map as you listen.



C Compare maps with a partner. They do not have to be exactly the same.

AFTER THE LECTURE

Sharing your personal and cultural perspective

Discuss the following questions with one or two classmates.

1. You will notice that this chapter contains contradictory information about eye contact in Japan: Airi said that she noticed no big differences between Japanese and American patterns of behavior, but Professor Summerfield said that there is much less direct eye contact in Japan. What does this tell us about the rules of body language?
2. Think about eye contact in your culture. Are there some situations in which direct eye contact is bad, and others in which it is required? Think of some examples.
3. Is it sometimes (or always) impolite to say no directly in your culture? Can you think of ways that you express yes or no nonverbally? Compare notes with someone from your culture if possible. Have a short conversation in your own language, and try to pay attention to each other's nonverbal cues.



Chapter 6

Touch, Space, and Culture



Look at the photograph of the cricket players and answer the questions with a partner.

1. Does it seem strange that these men are hugging each other? Why or why not?
2. What other body language do you see among athletes?

1 Getting Started

In this section, you will hear and discuss how people communicate through touch and space.

1 Reading and thinking about the topic

A Read the following passage.

We have seen that nonverbal communication includes use of facial expressions, gestures, and body posture. Two other ways in which we communicate without words are through *touch* and *space*. The cultural rules that control our use of touch (who touches whom? when? where?) and space (how close do we stand to our friends? to strangers?) are very subtle and largely unconscious. In fact, we almost never think about them until they are broken. Then we probably feel very uncomfortable, although we may not know exactly why.

B Answer these questions according to the information in the passage.

1. What two types of nonverbal communication will be discussed in this chapter?
2. Give examples of both types.

C Discuss your own experiences and opinions with a partner.

1. Can you think of some examples of cross-cultural differences in the use of touch?
2. What about examples of cross-cultural differences in the use of space?

2 Recording information N L S

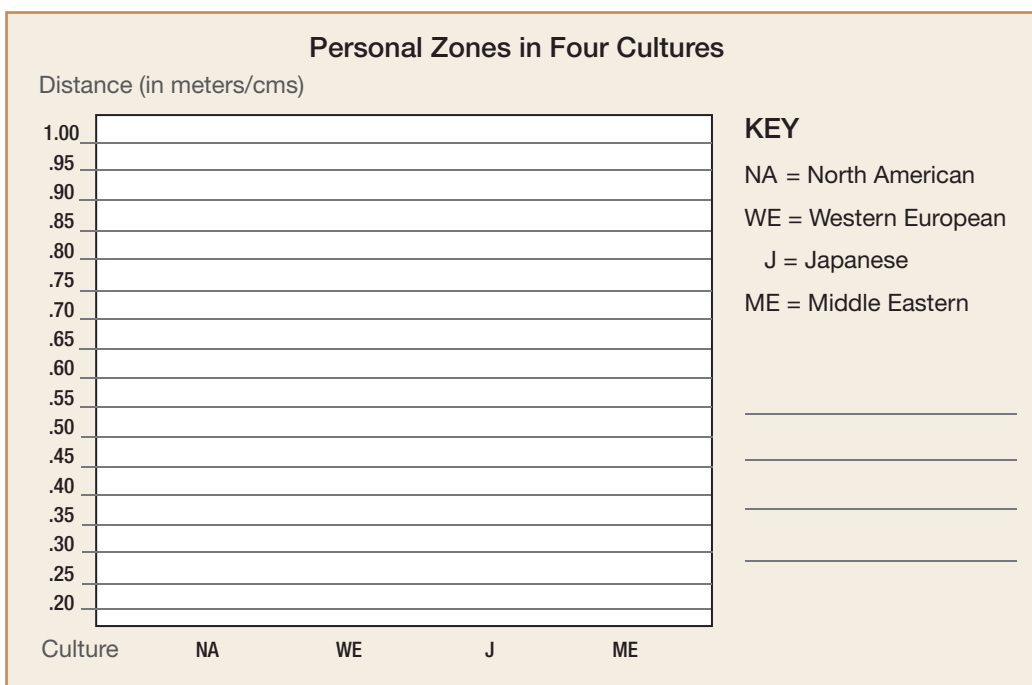
A Look at the incomplete table below. You are going to hear a short report that includes the information needed to complete the table. Before you listen, make sure that you understand all of the language used in the table.

B Now listen and complete the table. Compare your completed tables as a class.

Zones of Social Distance for North Americans

Zone	Average Distance		Notes
	Feet/Inches	Meters/Cms	
<i>Business/social</i>			

C Look at the following bar graph. You are going to hear the information needed to complete the graph. As you listen, mark the personal distance that you hear for each of the cultures in the graph. Fill in the columns to create a bar graph.



D Compare your bar graphs. Now measure these distances and try standing with a partner at the different distances. Compare how you feel at “Middle Eastern distance” and “Japanese distance.”

E Study the pictures. As a class, discuss what zones of social distance you see, and what it means.



Sicilian friends



North Americans at a social gathering



A baseball player disagreeing with the umpire



Young European couple in public

2 Real-Life Voices

In this section, you will again hear the three immigrants from Brazil, South Korea, and Japan, respectively – Marcos, SunRan, and Airi. They will talk about touch and space.

BEFORE THE INTERVIEWS

Recalling what you already know

- A** Think about the rules of touch and space in your country. How much do people touch one another, and how much distance is there between them when they talk? Compare this with what you know or think about the use of touch and distance in other cultures.
- B** Complete the following chart about the use of touch and space between males, between females, and between males and females in different cultures. Write numbers 1–3, according to the key. Don’t worry if you’re not sure; just make your best guess. If you are from Japan, South Korea, or Brazil, leave the first line blank.

NONVERBAL COMMUNICATION: Use of Touch and Space			
	Between Males	Between Females	Between Males and Females
In my country			
In the United States			
In Japan			
In South Korea			
In Brazil			

KEY

- 1 = a lot of touch and very little space
2 = average touch and space
3 = very little touch and a lot of space

- C** Compare and discuss your guesses with a partner.

INTERVIEW 1

Marcos: Touch and Space

1 Examining vocabulary in context

Here are some words and expressions from the interview with Marcos, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

He kept **backing up**: *moving backward*

I didn't really **realize what was going on**: *understand the meaning of what was happening*

this look of total **despair** on his face: *great unhappiness and discomfort*

invaded his **body bubble**: *the space around a person that no one should enter without first being invited*

Have you **modified** your bubble, your space?: *purposely changed to fit better in a new situation*

to **accommodate** us "cold North Americans": *make to feel comfortable*

cold North Americans: *socially reserved, distant*

We were much more physical: *We touched one another more.*


a little **self-conscious**: *embarrassed; afraid that other people are watching*

2 Summarizing what you have heard

A Read the following incomplete summary before you listen to the interview.

Marcos remembers an experience when he was talking to a _____ of his from _____. After a while, he noticed that the student had _____ into a _____ because Marcos kept moving _____. The student obviously felt very _____. Marcos had _____ his _____.

Marcos tries to stand _____ from people now that he lives in the United States so that they won't feel _____. Marcos also finds that he and his _____ touch one another _____ in the United States than they did in _____.

 **B** As you listen to Marcos, complete the summary by filling in the blanks. Listen again if you need to.

C Compare your completed summaries with a partner. You do not need to have exactly the same words.

INTERVIEW 2 SunRan: Touch and Space

1 Examining vocabulary in context **V**

Here are some words and expressions from the interview with SunRan, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

show a lot more **affection**: *act in a warm, loving manner*

You're **not supposed to**!: *shouldn't*

That **came as a real shock to me**: *surprised me very much*

They **hug** and kiss at school: *put their arms around one another*



Young South Korean students

2 Summarizing what you have heard **L N S**

- A** As you listen to SunRan, complete the summary by filling in the blanks. Listen again if you need to.

SunRan learned to _____ when she came to the United States, but she has to remember _____ when she visits _____. She says that it is not good for _____ and _____ to _____ in public in her country. However, people of the same _____ can hold _____. However, SunRan has to remember not to do that in the _____. When she first came to the United States, SunRan was _____ by the fact that _____ hug and _____ at school. SunRan noticed some changes in _____ body language last time she visited her country. For example, _____, and young couples _____.

- B** Compare your completed summaries with a partner. You do not need to have exactly the same words.

INTERVIEW 3 Airi: Touch

1 Examining vocabulary in context **V**

Here are some words and expressions from the interview with Airi, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.



Young Japanese family

My family **would** never hug him: *would + verb expresses a habitual action in the past*
[not] hug him . . . **much less** kiss: *expresses a very strong negative – stronger than another negative in the same sentence [in this case, hug]*

I've **come to** understand his feelings: *have gone through a process of change, and as a result*

Little by little, I began to feel: *gradually, over time*

It's rubbed off on you: *it's changed [you] gradually over time so that now you like it*
[informal]

She **was** just **accepted** to nursing school: *had one's application for admission [as to an academic or training program] approved*

2 Summarizing what you have heard **L N S**

- A** As you listen to Airi, complete the summary by filling in the blanks. Listen again if you need to.

Airi says that most Japanese people _____ hug and kiss one another. Her American husband felt _____ by this at first: He thought his wife's family didn't _____. When Airi and her _____ moved to the United States, she was _____ at first because her American family _____. But now she _____.

Recently, Airi visited Japan. When she met an old friend, she _____. The friend looked _____.

- B** Compare your completed summaries with a partner. You do not need to have exactly the same words.

3 Decoding the meaning of word stress

Word stress is also considered a component of nonverbal communication: It is *vocal*, but not *verbal*. In spoken English, word stress carries a great deal of the meaning and expresses a number of different things. Here are three of the things that it can express:


STRONG FEELING: *That movie was **so terrible!***

CHANGING THE SUBJECT: *I'm glad to hear your mother is doing well. How's your **father?***

*Thanks, my father is well. How is **your** father?*


THIS (as opposed to THAT): *No, let's take **your** car (not mine).*

*No, let's take your **car** (not your motorcycle).*

-  **A** You will hear short segments from the interviews. In each segment, you will hear the stressed word(s) in the table below. Listen for the stressed word(s) and decide what you think the stress means. Write an X in the correct column.

	Stressed Word(s)	Meaning of Stress in This Case		
		Strong Feeling	Changing the Subject	<i>This (as Opposed to That)</i>
1.	touch			
2.	male friends			
3.	never			
4.	you			
5.	child			
6.	now			
7.	shocked			

- B** Compare your answers with a partner. Do you agree?

-  **C** Look at the cases in Step A where stress expresses *this* (as opposed to *that*). Listen again and try to identify what “that” is in each case. Write your answer in the last column. You may have to infer the answer (i.e., the exact words may not be spoken).

- D** Compare what you wrote with a partner.

AFTER THE INTERVIEWS

1 Personalizing the topic

Airi, SunRan, and Marcos all said that their rules for space and touch have changed since they came to the United States. Discuss the following questions as a class.

1. If you are studying in the United States, have your rules for space and touch changed, too? Has your body bubble gotten larger? or smaller? Do you touch people more or less than you used to?
2. If you are studying in your own country, have you met foreigners whose use of space and touch were different from yours? What were the differences? How did you or other people react to the differences?

2 Sharing your cultural perspective

Just as culture “rubs off on” individuals, cultures can also influence each other. Read and discuss the following questions with a partner, then as a class.

1. Compare the two photographs of people in South Korea on page 91. How are they different, and what do you think accounts for the difference? Do the photos confirm or contradict what SunRan said about body language in South Korea?
2. How has nonverbal communication changed in your culture in the past years? Think of specific examples. Why do you think it has changed?

3 Considering related information

A Read the following excerpt from an article on touch in *Psychology Today*.



Touching has a subtle and often ambivalent role in most settings. But there is one special circumstance in which touch is permitted and universally positive: In sports, teammates encourage, applaud, and console one another generously through touch. In Western cultures, for men especially, hugs and slaps on the behind are permitted among athletes, even though they are rare among heterosexual men outside the sports arena. . . .

Graduate student Charles Anderton and psychologist Robert Heckel of the University of South Carolina studied touch in the competitive context of all-male or all-female championship swim meets by [counting the number of times that winners and losers were touched]. Regardless of sex, winners were touched . . . on average six times more than losers, with most of the touches to the hand and some to the back or shoulders; only a small percent were to the head or buttocks.

B Answer the following questions with a small group of classmates.

1. According to the article, in what context is touch considered acceptable? Is this true in your culture as well?
2. If you have seen American or European sports events on TV, have you noticed how athletes touch one another? Can you give any examples?

3 In Your Own Voice

You read in Chapter 5 (page 94) that body language is “very complex and largely unconscious.” Therefore, in this section, you are going to do body language research not by *interviewing* people, but rather by *observing* and analyzing their (unconscious) actions.

1 Reading nonverbal cues

- A** Work with a partner. Choose two different groups to compare. It could be different cultures, different ages (e.g., middle-aged vs. teenage), or different genders (i.e., male vs. female). Then choose one aspect of body language to observe – either touch, space (proxemics), use of gestures, eye contact, or body movement (e.g., crossing arms or legs, touching one’s head). Note: Choose something that you expect to see in the groups that you are observing. For example, if you are observing men in your culture, and men in your culture do not touch each other, do not choose touch.
- B** Once you and your partner decide what groups you want to observe, control for the other variables. For example, if you are observing people from different cultures, choose people who are the same gender and approximately the same age. That way, the differences you and your partner observe will be more likely attributable to culture (rather than age or gender).
- C** Decide how you will measure what you observe. Try to be as objective as possible. For example, if you are observing touch, you can count the number of times people touch each other within a certain period of time, and then figure out an average. Below is an example of a graph for observing touch. Your graph will be organized differently depending on what you are observing. Discuss with your partner and set up a graph or table to fit your choice of body language.

Comparing: teenage couples and middle-aged couples (North American)

Body language being observed: touch

Observing: teenage couple

KEY

x = female touching male


y = male touching female

Time frame	Type of touch						Notes
	Hand touching ---				Arm around Shoulder	Hugging	
	Hand	Arm	Shoulder	Leg			
3:05–3:10	x x	x y	x y y y		y y		
3:10–3:20							

- D** Choose a public place, like a café or park, where you can quietly observe people without being noticed for 30 minutes. Make notes and try to be as objective as possible.
- E** Now analyze your observations with your partner. What differences did you observe?

2 Using comparison/contrast

The language we use to express how things are different and how they are similar is very important both in the academic world and in everyday conversation.

-  **A** You and your partner are going to talk about what you observed above with a small group of classmates. The language in the box will be useful for comparing what you observed. First, listen to the segments from the interviews with Marcos, SunRan, and Airi. Each segment contains expressions that compare or contrast body language in different cultures.

Expressions of Comparison/Contrast Used in the Interviews

Are there things that people in _____ **do differently**?

There is **a big difference**.

That is not the way we [wave / call someone / say yes, etc.] in my culture.

_____ **stand much closer** than _____ .

_____ **tend to use a lot of** _____ when they talk; in my culture we use less.

In my country, it's normal to _____ **but I can't do that here**.

Are there any differences in _____?

I think it's **almost the same**.

Americans **use more** body language.

That gesture for _____? **We don't have that** in my country.

The gestures are **different**, but there are also **more** of them.

Some Additional Ways to Compare/Contrast

_____ is a sign of _____ **in my culture**.

What **similarities/differences** did you notice in the use of [gestures / body movement / eye contact, etc.]?

_____ **use** their hands **a lot more than** _____ .

There's a big difference in the [size of people's bubbles / amount of touch / uses of touch, etc.].

- B** In your small group, take turns telling your classmates who you observed and what body language you were looking for. Summarize briefly what you noticed. Did anything surprise you? Compare or contrast the body language you observed.

- C** As a class, share part of the results of your discussion in Step B. For example:

We observed two teenage girls from _____ and two teenage girls from _____. The girls from _____ tended to use much more body language and touch, for example, crossing their legs and touching each other.

4 Academic Listening and Note Taking

In this section, you will hear and take notes on a two-part lecture given by Mara Adelman, a professor of communications. The title of the lecture is “Nonverbal Communication: The Hidden Dimension of Communication.” Professor Adelman will discuss nonverbal communication across cultures, focusing on the areas of *humor* (i.e., what makes people laugh), *space*, and *touch*.



BEFORE THE LECTURE

1 Recalling what you already know N S

A Think of cross-cultural differences that you know about in the three areas that will be covered in the lecture. This may be information from the interviews or from your observations in this chapter, or from your own background knowledge. Record your ideas in the box.

Humor	Space	Touch
		South Korea- ♀s hold hands in public

B Share your ideas with a classmate. Did you get any new ideas from each other?

C Share ideas as a class.


2 Listening for stress and intonation

English speakers use stress and intonation when they speak, and these features can be as important to the meaning of a sentence as its grammar or vocabulary. Take, for example, the difference in meaning between “That’s my cousin, Bill” (the speaker is talking to Bill about a cousin of the speaker) and “That’s my cousin Bill” (the speaker is talking about his cousin who is named Bill). In spoken language, the difference between these two sentences is communicated through stress and intonation.

The stress and intonation systems in English are complex, but there are some general patterns that you can start to recognize (you looked at some uses of stress on page xx). In fact, these patterns can be especially easy to hear in lectures because lecturers often exaggerate stress and intonation to help students follow what is being said.

Listing. One common pattern is used when a speaker is giving a list. Look at the intonation pattern, indicated with arrows, in this sentence:


This chapter focuses on humor, space, and touch.



Notice that the speaker’s voice rises on each word in the list up until the last one. Then it rises higher and finally falls to a low tone. If it does not fall, the speaker has not finished yet, or has not given a complete list.

Contrast. Another common use of stress and intonation is to show contrast. This use is similar to what we looked at on page 109: *this* as opposed to *that*. For example:

Nonverbal communication is difficult enough to understand in one’s own culture, but becomes extremely complicated in another culture.



Here, the speaker is contrasting “own culture” with “another culture” by using raised intonation and added stress (indicated with underlining) on another.

In general, English speakers use stress and raised intonation to draw the listener’s attention to something important. As you begin to notice stress and intonation patterns more, you will find that they can help you understand the content of a lecture.

A The following excerpts from the lecture use stress and intonation either to show contrast or to give a list of words. Read them aloud and try to predict what intonation patterns you will hear and what words will be stressed.

1. “How much of those expressions are conveyed through verbal communication? More often than not, our intense emotions are conveyed nonverbally.”
2. “More often than not, our intense emotions are conveyed nonverbally through gestures, body position, facial expression, vocal cues, eye contact, use of space, and touching.”
3. “Imagine what would happen if you don’t understand this bubble. What might you experience? Possibly discomfort, irritation, maybe even anger.”

4. “It could express affection, anger, playfulness, control, status. . . . These are just a few functions of touch.”
5. “In some cultures it is common to see same-sex friends holding hands and embracing in public. However, think about this behavior in some other cultures. Is it appropriate?”



B Now watch or listen to the excerpts. Draw arrows to show the intonation that you hear, and underline stressed words or syllables.

C Work with a partner. Compare your marked excerpts. Then try to say each sentence with the stress and intonation pattern that you heard. Discuss what the patterns mean.

LECTURE PART 1 Sarcasm and Proxemics

1 Guessing vocabulary from context

A The following items contain some important vocabulary from Part 1 of the lecture. Each of the vocabulary terms is shown in **bold**, in the context in which it occurs. Work with a partner. Using context, take turns guessing the meanings. Even if you can’t define a term completely, say as much as you can about it.

- ___ 1. the “hidden **dimension**” of communication
- ___ 2. More often than not, our **intense** emotions are conveyed nonverbally.
- ___ 3. In humor and **sarcasm**, the verbal message is only a small part of the message.
- ___ 4. and similarly, when Americans go **abroad**
- ___ 5. **Proxemics** refers to our personal space.
- ___ 6. Body bubbles are very interesting because they’re very **subtle**; you hardly ever recognize them.
- ___ 7. When someone **violates** your private space, you are suddenly conscious of the bubble.
- ___ 8. What is the social **context** – a party or a bus?

B Match each vocabulary term in Step A with its definition below. Write the letter.

- a. to another country
- b. study of how people communicate through the use of space
- c. saying the opposite of what one means, often to show annoyance or contempt
- d. breaks in; enters illegally or without permission
- e. very strong
- f. aspect; part of a larger issue or situation
- g. difficult to notice; not obvious
- h. situation in which something occurs

C Compare matches with a partner.

2 Summarizing what you have heard

A Read the following incomplete summary of Part 1 of the lecture. Remember that a summary includes only the main points of the lecture and may use different words from those used by the lecturer.

“Nonverbal Language: The Hidden Dimension of Communication,” Part 1



Strong emotions are usually conveyed _____ : by gestures, body posture, _____ , voice, eye contact, _____ , and _____ .

Sometimes we rely completely on _____ to communicate. At other times, nonverbal cues add to the meaning of the _____ that we use.

One good example of the second case is seen in our use of _____ and _____ . Often, in making a joke, Americans will say the opposite of what they mean. The only way to know what they really mean is to _____ the _____ cues that go along with their words. These could be their _____ or a _____ expression.

An important area of communication is *proxemics*, the study of _____ .

Each of us has a “_____” around us. Its size depends on several factors, such as _____ , the social context, and our _____ . If someone enters our _____ , we will _____ . _____ also plays an important role in proxemics; some cultures – for example, _____ have smaller bubbles than others.

 **B** Now watch or listen to Part 1 of the lecture. Take notes on your own paper. Use  indenting or mapping – whichever works better for you.

C Use your notes to complete the summary in Step A. Then compare summaries with a partner. They do not have to be exactly the same.

LECTURE PART 2 Touch

1 Guessing vocabulary from context

A The following items contain some important vocabulary from Part 2 of the lecture. Each of the vocabulary terms is shown in **bold**, in the context in which it occurs. Work with a partner. Using context, take turns guessing the meanings. Even if you can’t define a term completely, say as much as you can about it.

- ___ 1. Touch is one of the most sensitive areas because touch is never **neutral**.
- ___ 2. Shaking hands seems almost a **ritual**.
- ___ 3. Think about some of the **functions** of touch; what could it express?

- ___ 4. It could express affection, anger, playfulness, control, **status**. . . .
- ___ 5. Is it appropriate? Could it be **taboo**?
- ___ 6. I decided to **incorporate** the same habit when I came back.
- ___ 7. We felt very **awkward** about it, and we stopped doing it.
- ___ 8. The **norms** for touching are very powerful.
- ___ 9. serious misinterpretations or anger or **alienation**
- ___ 10. the source of a lot of humor and **camaraderie** between people

B Match each vocabulary term in Step A with its definition below. Write the letter.

- a. uncomfortable
- b. warmth; friendliness
- c. socially wrong
- d. start using
- e. feeling of being an outsider; social isolation
- f. social habit, often done without much thought
- g. social rules
- h. neither positive nor negative
- i. social position relative to other people
- j. uses, purposes

C Compare answers with a partner.

2 Summarizing what you have heard

A Read the following incomplete summary of Part 2 of the lecture.

“Nonverbal Language: The Hidden Dimension of Communication,” Part 2

Another important form of _____ is _____. As with space, rules of _____ are very subtle, and they are mostly determined by _____ and _____. What is acceptable in one culture may be _____ in another culture. For example, in China, _____. But in the United States, _____.

In conclusion, we should remember that nonverbal _____ do not often result in cross-cultural _____. In fact, these mistakes can be a source of _____ and _____ between people of different cultures.



B Now watch or listen to Part 2 of the lecture. Take notes on your own paper. Use indenting or mapping – whichever works better for you.

C Use your notes to complete the summary in Step A. Then compare summaries with a partner. They will probably not be exactly the same.

AFTER THE LECTURE

1 Analyzing cultural content

What makes people laugh? Humor, like language, is culture-specific, and has to be learned in the same way that a different language is learned. Analyzing humor in another culture – for example, in cartoons — can give you a deeper understanding of the culture.

- A** Read the cartoon aloud with a partner. Be sure to use the word stress shown in **bold** and imitate the body language that you see in the drawings.



look like a total dork: (slang) be judged by one's peers as "dorky," not "cool"

- B** Answer these questions in a small group.

1. Professor Adelman talked about the use of sarcasm. Review the meaning of sarcasm.
2. Can you identify an example of sarcasm in the cartoon? Why is the speaker using sarcasm?
3. Does your culture use sarcasm? Think of examples.

2 Sharing your personal and cultural perspective

Discuss the following questions in a small group:

1. Have you had difficulty understanding humor in another language? Talk about why jokes are difficult to understand across cultures. Think of a joke in your language and tell it – in English to your teacher or to a classmate from a different country if possible. Did the person laugh? Did you need to explain it?
2. When she tried to hold hands with her sister in the United States, the lecturer found that she felt too embarrassed – that cultural norms for touching are too powerful to ignore. If you have ever lived in a foreign country, have you experienced surprise or embarrassment at differences in the norms of touching?
3. Do you have questions about anything that you heard in the lecture? Is there anything that you disagree with? Discuss these points with your group and teacher.

3 Comparing information from different sources V S

A Read the following article about an experiment using proxemics. Look up any words that you do not know.

How much room does a person need?

Julius Fast, who is a major authority on body language, described an event which turned out to be an important lesson in body language.

Fast was in a restaurant, sitting at a table having lunch with a psychiatrist friend of his. They were sitting opposite each other at a table for two. His friend took a pack of cigarettes from his pocket, lit one and laid the pack just in front of Fast's place setting while continuing to talk.

Fast found that he was uncomfortable, but was not able to understand why. This uneasiness increased when the friend pushed his place setting toward the packet of cigarettes. When the friend then leaned forward over the table directly towards him, Fast felt so irritated that he had to interrupt the conversation.

Then his friend leaned back and said smiling:

"I have demonstrated to you a basic fact of body language. Initially, I pushed my cigarette packet towards you. We had already divided the table into two, on the basis of established convention: one half for me and the other for you. In imagination, we had marked our territories. Normally, we should have politely divided the table into two and respected the other's half. I put my cigarettes deliberately into your half, and thereby broke the agreement. Although you did not know what I was doing, you felt uneasy. When I made another move into your territory, pushing my plate and silverware forward, and then finally leaned forward myself, you were feeling more and more uncomfortable and threatened, but you still did not know why."

What Fast is describing is the classic reaction to a threat to one's territory that we experience when our personal space is invaded.

B Read and discuss these questions as a class.

1. Recall the interviews you heard in this chapter. Which interview had a similar event?
2. Which photo in this chapter shows someone threatening a person's territory?
3. Why do you think Julius Fast's friend conducted this experiment on him? What, if anything, is surprising about Fast's reaction?

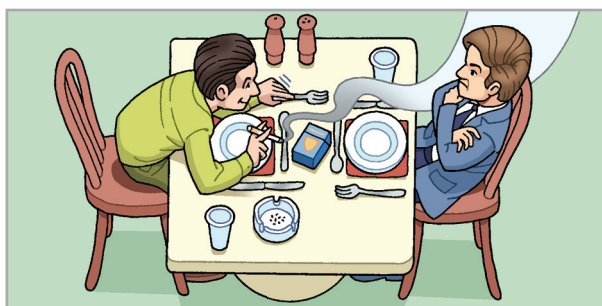


Diagram showing how Fast's friend invaded his personal space

C On your own, duplicate the psychiatrist's experiment with a friend or family member. Pay attention to his/her reaction, and then explain what you were doing. As a class, share the reactions you received. Were they upset?

Unit 3 Academic Vocabulary Review

This section reviews the vocabulary from Chapters 5 and 6. For a complete list of all the Academic Word List words in this book, see the Appendix on pages 181–182.

1 Word forms

Read the sentences and fill in the blanks with a form of the word. For nouns, use the correct number (singular or plural). For verbs, use the correct tense and person. Note: You will not use all of the word forms given.

1. to communicate, communication, communicative:

A large part of what we _____ is nonverbal.

Nonverbal _____ is subtle and complex.

2. to emphasize, emphasis, emphatic:

Experts in nonverbal communication _____ that body language is unconscious.

As language learners, we place a lot of _____ on the meaning of words.

3. to interpret, to misinterpret, interpretation, misinterpretation, interpretive:

The correct _____ of a gesture depends on context.

The lecturer _____ a Japanese speaker's use of *maybe* as yes.

_____ of body language is not at all unusual in cross-cultural situations.

4. to function, function, functional:

Gestures serve an important _____ in communication across cultures.

The _____ role of space was studied extensively by Edward T. Hall.

5. dimension, dimensional:

Interpersonal communication includes several _____.

A multi-_____ study of communication would consider both its verbal and nonverbal aspects.

6. intense, intensity, to intensify:

Facial expressions can _____ the power of our words.

Use of direct eye contact adds to the _____ of a face-to-face interaction.

The emotional connection between two people becomes less _____ as their physical distance increases.

7. to violate, violation:

A person may unknowingly _____ a social norm in another culture.

The _____ of our personal space, or "body bubble," can create great psychological discomfort.

8. to contextualize, context, contextual

It's important to learn to pay attention to _____ cues in a foreign culture.

Touch can be acceptable or inappropriate, depending on the _____ in which it occurs.

9. complexity, complex:

Anyone who is married to a person from a different culture knows how _____ nonverbal communication can be.

The more time we spend in another culture, the better we understand its _____.

10. norm, normal, abnormal:

The _____ of nonverbal communication are, for the most part, learned unconsciously.

Behavior that is considered _____ in one situation may be completely unacceptable in another context.

2 Topic review

Read the questions. Each question is followed by a box containing related words and phrases from the unit. General academic vocabulary is given in **bold**. Answer the questions with a partner; the words and phrases in the boxes will help you to recall the answers.

Nonverbal communication

1. How big a **role** does nonverbal **communication** play in human **interactions**?

estimate / percent

2. What are the different **components** of nonverbal **communication**?
Demonstrate them.

eye **contact** / gestures / **posture** / facial expressions / touch / body movement / **area** of proxemics

Body language and culture

3. What is the relationship between body language and **culture**? Give examples.

context / unconscious / **interpret** / **specific** meaning

4. How does the use of the different components (see 2 above) of body language vary by **culture**? Discuss each and give examples.

different **norms** / social **context** / **status** / **appropriate**

5. What are some cross-**cultural** problems that can arise in the use of gestures?
Give examples from the unit or from your own experience.

misinterpret / **inappropriate** / **interactions** / social **context** / **status** / **violate** social **norms**

6. Stress and intonation are also part of nonverbal **communication**. Why is it important to pay attention to these in a foreign **culture**?

misinterpret / sarcasm / stress and intonation / **source** of **miscommunication**

7. What effect does cross-**cultural** contact have on a person's system of nonverbal **communication**?

communication / **modify** / **incorporate** gestures

Oral Presentation

In this section, you will have the opportunity to educate your classmates about your own culture's body language by comparing it with that of another culture with which you are familiar.

BEFORE THE PRESENTATION

1 Deciding on a topic

You are going to compare and contrast your own culture's body language with that of another culture, so choose another culture that you know well, and be prepared to do some further research on it if needed. Do not try to cover all of the areas of body language (i.e., facial expressions, gestures, body movement, eye contact, proxemics, and touch). Rather, choose two or three areas that you feel most qualified to discuss.

2 Gathering information

A When you have decided what aspects of nonverbal communication to talk about and which cultures to compare, review what you already know. You may want to use a brainstorming grid like the one below.

Body Language	My Culture	_____
Proxemics	People stand close together – esp. couples	
Gestures		

B Now gather additional information to complete your notes by observing people in a public place or by watching videos or TV.

3 Preparing your presentation

Your presentation will compare and contrast the body language of the two cultures that you are presenting. Review the language that you used to make comparisons in Chapter 6 (page 112). Remember to include examples. Write your main ideas on note cards and practice giving your presentation in the mirror or for a classmate.



Central Park in New York City. A public park is a great place to observe body language.

DURING THE PRESENTATION

Keys to a successful presentation: Monitoring your audience and getting them involved



Wow, this is a terrific presentation!

Monitoring your audience. You have been studying body language; now it's time to put your new knowledge to work. As you give your presentation, scan the classroom – especially the back row. What does your classmates' body language tell you? If they look uninterested, you may be giving too much detail. Consider moving on to your next point. If they look lost, slow down or ask if you can explain something again.

Getting the audience involved. Another tactic to keep your classmates interested is to ask for participation. For example, ask for a volunteer from your culture to stand up and demonstrate comfortable social distance with you, then ask the class for feedback. Or ask them to predict what you are going to say about, for example, the use of gestures in your culture compared to _____ .

When it is your turn to give your presentation, smile and relax! Everyone is interested in body language, and you have new insights to share with your classmates. Try to involve them as much as you can in the presentation.

AFTER THE PRESENTATION

Giving and getting feedback

It can be uncomfortable asking your classmates what they liked and didn't like about your presentation. However, you will be doing the same for them. Two things to remember when giving feedback:

- Be constructive (i.e., give helpful criticism) and respectful. Even the strongest student can benefit from constructive feedback.
- Always begin feedback with a positive comment. What did you like? What did you learn?

When you finish your presentation, ask your classmates for feedback. Here is some language that you can use.

Asking for Feedback	Giving Feedback
<p>I would appreciate your comments/ feedback.</p> <p>What did you learn?</p> <p>What did you find most interesting about the presentation?</p> <p>Do you have suggestions for how it could have been better?</p> <p>If I gave the presentation again, how could I improve it?</p> <p>Any other comments?</p>	<p>I really liked the way that you made eye contact / asked for volunteers from the audience / organized the information</p> <p>I especially liked the part about _____ .</p> <p>I learned that _____ . I didn't know that!</p> <p>I think you could improve your presentation by _____ .</p> <p>It was sometimes a little difficult to hear you / understand you.</p> <p>You might try speaking a little more slowly.</p> <p>You did a good job!</p>