



Greetings and Goodbye

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“शिक्षा मानव को बन्धनों से मुक्त करती है और आज के युग में तो यह लोकतन्त्र की भावना का आधार भी है। जन्म तथा अन्य कारणों से उत्पन्न जाति एवं वर्गगत विषमताओं को दूर करते हुए मनुष्य को इन सबसे ऊपर उठाती है।”

– इन्दिरा गाँधी



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“Education is a liberating force, and in our age it is also a democratising force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances.”

– Indira Gandhi

Block

1

GREETINGS AND GOODBYE

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COURSE INTRODUCTION

Welcome to the course English in Daily Life!

English in Daily Life is an especially designed programme for learners who wish to improve their English so that they can communicate in their daily life. It is meant for those of you who already have some basic skills in the language and are now ready to acquire greater proficiency in it.

The Course aims to improve your command over the English language by giving you extensive practice in reading, writing, speaking and listening. To improve your accuracy in the language, we have given you practice in grammatical structures. This will also help you in editing your work as well.

Though this is an ODL Course, it is nevertheless communicative and interactive in its approach, as you will find out as you attempt it. We have prepared an audio along with the Course, and we suggest that you avail of the facilities of teaching-learning and interaction that we will provide you at the Study Centre. Moreover, most of the activities we have given in the units encourage you to interact and communicate.

Extensive research informs us that ‘fluency’ precedes “accuracy” We have used a wide variety of text types to make you fluent in the use of everyday English. Our selections (both for reading and listening) deal with issues of contemporary relevance and include topics such as greetings and introductions, travel, health and fitness, the workplace, social values (class, caste, gender, peace, etc.) and the future. By drawing examples from day to day life and by involving issues that concern all thinking people, our programme aims not only to raise your social awareness but also to give you command over the language to express your ideas and concerns.

We suggest that you read and reread the passages set in the reading comprehension section, and as you continue reading and make sense of what you read, you will gain fluency in the language. The comprehension questions are a teaching device to check your own understanding of the passage. Do not look at the answers until you have attempted the exercise. The vocabulary section will enhance your word power. We suggest that you try to guess the meaning of the difficult words from the context of the reading passage and use the dictionary for the exact meaning.

While attempting the listening activities, it is a good idea to make notes as you listen. You must listen to each listening text at least twice.

In the pronunciation and speaking section it would be a good idea to listen first and then repeat after the teacher.

In the writing section we have given you practice in a variety of text types ranging from a short descriptive paragraph to essays, letters, reports, posters, speeches, emails and so on. We have given you a sample answer in each case – treat it as a model on which you may base your own writing.

The answer key contains answers to all the exercises. For some answers variations are possible which are also correct. If you don’t understand why some of your answers are wrong or different from the model answers given, you may need to

consult your tutor at the study center. It is a good idea to look at the answers AFTER you have completed the exercise—you will learn much better in this way.

We have not preached to you about ‘how to be proficient’ but given you different activities and exercises which will help both in making you “fluent” and “accurate” in the language. We request you to earnestly attempt all the activities, exercises and questions we have set you. Only the use of a language in reading, writing, listening and speaking can facilitate language proficiency.



BLOCK INTRODUCTION

Are there moments in your life when you are tongue-tied – when you don't know what to say – because you don't know how to begin a conversation in English?

Did you know that conversation is a speech event, just as a meeting, a speech or a debate is? And just as you learn the rules of more formal speech, you also have to learn the rules of an ordinary conversation.

In Block 1 of this course we show you how to begin and end conversations (Unit 1), how to conduct social small talk (Unit 2), how to express your feelings — likes and dislikes (Unit 3).

But communication is more than conversation—it is also about smiles, gestures, the way we position our body and so on. In other words it is about our body language. Unit 4 deals with Body Language.

All these aspects have been dealt with in terms of the language skills of reading, writing, speaking, and listening. There is also a warm up section, which helps you to lead into the unit. There is a section in each unit on one or two aspects of grammar, which is mostly derived from the reading activity. To enable you to speak accurately, we have included a section on Pronunciation. The answers are given at the end of each unit. We suggest you attempt each activity before you turn to the answers.

We hope you find the Block useful.

ACKNOWLEDGEMENT

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UNIT 1 STARTING AND ENDING CONVERSATIONS

Structure

- 1.0 Objectives
- 1.1 Warm up
- 1.2 Reading comprehension: Etiquette
- 1.3 Listening: Problems in Starting a Conversation
- 1.4 Samples of Greetings
- 1.5 Writing: Short Responses
- 1.6 Listening: How to end a Conversation
- 1.7 Vocabulary: Informal Expressions
- 1.8 Farewells and Goodbyes
- 1.9 Grammar: The Simple Present Tense: Verb “to be”
- 1.10 Pronunciation
- 1.11 Let Us Sum Up
- 1.12 Answers



1.0 OBJECTIVES

After studying this unit, you will be able to:-

- begin and end conversations appropriately;
- have a better understanding of the etiquette to be followed and expressions to be used;
- monitor your own speech more critically.

1.1 WARM UP

Answer the questions below to know how well you manage your conversations. Answer each question with Yes/No/Sometimes:-

- i) I feel shy and never open a dialogue with strangers.
- ii) At a party, I never introduce my friends to my family and colleagues.
- iii) I feel nervous and confused if I am left alone with unfamiliar people.
- iv) I have often left parties unnoticed without thanking the host.

If your answer has been ‘Yes’ for all the four questions, then this lesson will especially help you to open up and become more social. Best of luck!

1.2 READING COMPREHENSION: ETIQUETTE

Read the passage to understand how and why etiquette matters. But before you read do you know what etiquette means? Etiquette is a set of customs and

rules for polite behaviour, especially among a particular class of people or in a particular profession.

Etiquette is a system of rules that tell you what is the polite way to behave towards other people. The rules of etiquette cover such things as good table manners, how to introduce one person to another, what to say or do when someone invites you for a meal or a visit, and many other things.

Some of the rules of etiquette seem silly, because they began hundreds of years ago when things were not the same as they are today. Most of the rules of etiquette are not silly at all. They are based on the fact that you should never hurt other people's feelings or make things unpleasant or uncomfortable for other people. Kindness is always good manners, and unkindness never is.

Many well-established rules of etiquette make more sense when you know how they originated.

Origins of Etiquette

A man tips or lifts his hat as a polite greeting (usually to a woman) in western countries because hundreds of years ago knights in armor raised the visors of their helmets so that their faces could be seen.

People shake hands because long ago men held out their empty hand to show that they were not holding daggers or other weapons.



A man walks on the outside of the sidewalk because at one time streets were not paved and were muddy, and by walking on the inside the woman would stand less chance of being splashed by carriages.

A man helps a woman across a street or out of a car because years ago in western countries women's skirts reached to the soles of their shoes and they had to hold them up with their hands and also look down to keep from tripping.

Times and manners have changed but some rules of etiquette are followed all round the world especially in formal situations. It is however interesting to know about these rules even if you do not need to follow all of them.

Some Rules of Etiquette

Introductions: Always introduce a younger person to an older one; for example, "Ms. Verma, may I introduce my friend Nita Kumar." Among grownups, a man is generally introduced to a woman; "Ms. Verma may I introduce Mr. Kumar."

When you are with one friend and meet another, you must immediately introduce them if they do not already know each other. When you have been out with a friend and s/he accompanies you home, you must ask him/her to come in and meet any members of your family who are there unless s/he already knows them. It is very rude to fail to make or offer these introductions.

Table manners: Different countries have different 'polite' ways to use the knife, fork, and spoon, and any one of the ways is all right. Only the fork or spoon may be used to carry food to the mouth, and when the table is set with several knives and forks, the one on the outside is always the one to use next. A napkin should be laid in the lap and never tucked into any part of the clothing. It is considered impolite to lean on the table with your elbows. You should not begin to eat until your host or hostess has begun. It is bad manners to take too large mouthfuls or to talk while there is any food in your mouth. One bite of food should be cut and eaten before another is cut. These are the main rules of table manners, but there are many more.



Gifts: Gifts should not be too expensive or too personal (like clothing) unless you know the person very well. Flowers and chocolates are proper gifts from boys to girls. Nowadays young people give treats to friends.

Acknowledgment: Before leaving any house in which you are a guest, you must find your host and hostess and thank them. If you have spent the night with them you should write a letter within a few days at most, and thank them. A thank you note must also be sent promptly for any gift, and it is polite to telephone the next day when you have been at a party or at dinner at somebody else's house.

Courtesy to ladies: Fifty years ago it was not polite for a man to remain seated when a woman was standing, unless the woman asked him to. When a woman entered a room, every man in the room immediately stood up and remained standing until she sat down or asked them to sit down. A man normally lets a woman go before him through a doorway, or upstairs, or downstairs, and he would not get into a car until she was in it and the door on her side was closed. In taking places at a table, the men did not sit down until the women were seated.

Nowadays these rules are not followed except on very formal occasions and mostly in the Army. With women joining the work force in large numbers, norms have changed. Today the relationship between the sexes is much more democratic and less formal. Yet everyone appreciates a young man giving his seat to women in a bus or his waiting to allow children and women into the bus first.

There are many books that could give you rules of formal etiquette. Most of these rules are seldom needed. Many of them would be ridiculous if used in ordinary circumstances. The ones that matters are of good taste, kindness, and being sensitive to other people.

Check Your Progress 1

- 1) Say whether the following statements are True or False. Re-read the passage to correct the false statements:
 - i) Rules of etiquette are all silly.
 - ii) A younger person should be introduced to an older person.
 - iii) It is rude to send a friend away from the door without introducing him/

her to your family.

- iv) It is polite to rest your elbows on the table and eat rapidly in big mouthfuls.
- v) Expensive clothing can be given to new friends.

2) Fill in the blanks choosing appropriate words from the text:-

Etiquette tells us how to behave in society. If we follow good manners, we will not hurt people's (i)_____ and our interaction will be pleasant and (ii)_____. Some rules of etiquette become meaningful if we study their (iii)_____. For example, shaking hands began when men had to show they were not carrying (iv)_____.

Some rules of etiquette are not strictly followed, especially those that deal with (v)_____ to ladies. However, one like (vi)_____ your host and hostess before leaving a party is always followed.

3) Answer the following briefly:

i) How should introductions be carried out? What expression will you use?

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ii) List three good table manners.

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iii) What gifts are acceptable among newly made friends?

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iv) What should you do before leaving a party or a friend's house?

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v) How did the custom of shaking hands start?

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vi) Why does a man walk on the outside of the sidewalk?

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1.3 LISTENING: PROBLEMS IN STARTING A CONVERSATION

Read the heading of 1.3. What do you expect to hear? We rarely listen to something without some idea of what we are going to hear. Usually we have some preconceived notion of the subject matter, formality level and so on, of what we are to hear. Our expectations, of course, are linked to our purpose in listening. For example, if we look at the heading, we know we are going to read about some “problems” about “starting conversations”.

If none of these conditions are true, then we will not listen at all, let alone understand what is spoken. Therefore there is a close association between listener expectation, purpose and comprehension. Heard discourse, which closely corresponds to what the listener expects and needs, is more likely to be understood than that which is unexpected and irrelevant.

Check Your Progress 2

Listen to the conversation and answer the questions given below. You may listen to the audio as many times as you require. Please note the text of the audio has been provided in the Answers section.

- 1) Say whether the following statements are True (T) or False (F). For each of the statements either correct it if it is false or, give evidence from the listening passage to prove that the statement is True.
 - i) Dev is the new boy in class.
 - ii) Rinku and Neha are close friends.
 - iii) Neha and Dev are close friends.
 - iv) Rinku appears to be a quiet and shy person.
 - v) Neha makes friends easily.

2) Answer the following questions briefly. You may have to listen to the conversation again:

i) Find three words that tell us the conversation is taking place between students.

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ii) How does Rinku make fun to Dev?

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iii) How does Dev make fun of Neha?

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iv) What is polite behavior with newcomers?

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v) Is Neha able to end conversations effectively? How do you know?

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1.4 SAMPLES OF GREETINGS

Starting a conversation involves making people feel relaxed and comfortable. You may have to start a conversation while welcoming visitors. And, when you don't know others at a meeting, party or social gathering, you may have to start a conversation.


Starting a conversation involves three steps:-

(a) greeting; (b) introducing yourself; (c) asking after the other person's well-being.

The formulas for these are fixed and usually carry no literal meaning. We say 'Good morning' even if it is not a good morning and the answer for 'How are you?' is 'Fine, thanks,' even if you are not well. No one except your close friends really wants to know about your troubles. These are routine courtesies that are followed. The expression you use will vary according to your relationship.

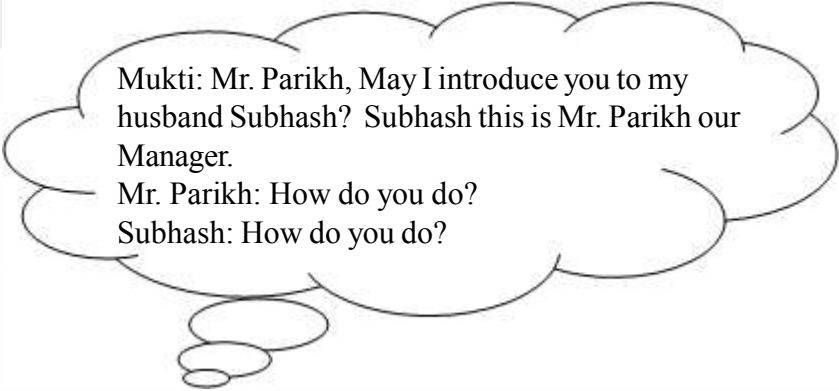
You could use some of these expressions when you are introducing:

Informal Introduction

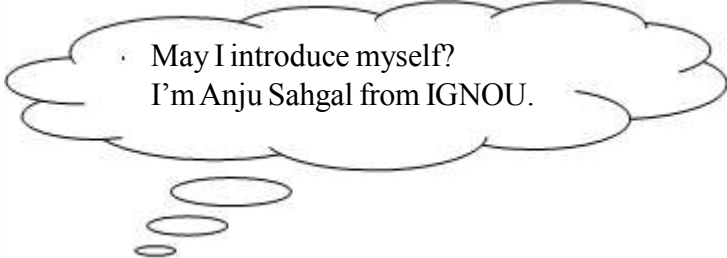


Renu: Have you met Gita? Gita this is Ahmed, a friend of mine from the office.
Gita: Hello Ahmed!
Ahmed: Hello, nice to meet you.

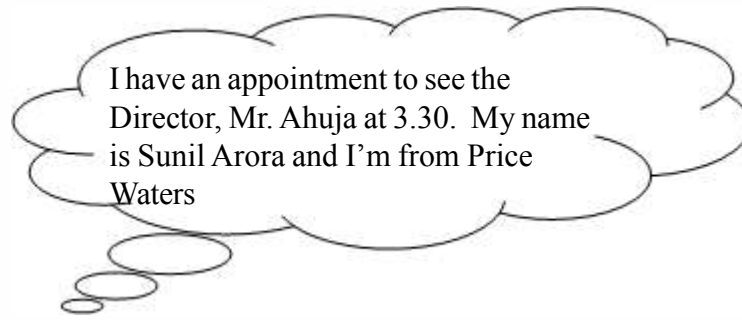
Formal Introduction



Mukti: Mr. Parikh, May I introduce you to my husband Subhash? Subhash this is Mr. Parikh our Manager.
Mr. Parikh: How do you do?
Subhash: How do you do?



May I introduce myself?
I'm Anju Sahgal from IGNOU.



Check Your Progress 3

1) Read the short pieces below and decide on the following for each dialogue:-

- Where is the conversation taking place?
- What is their relationship? Strangers/friends/family/acquaintances/colleagues/neighbours
- Underline the words/ expressions that tell you about their relationship.

i) Ramesh Dixit: What a pleasure to see you, Mr. Sharma! How are you keeping?

Vikram Sharma: Not bad. How are you doing, Mr. Dixit?

ii) Nitoo: Good morning. Welcome to Fergusson College, ma'am. The seminar is in Room number 16 down this corridor.

iii) Krishan Kumar: Mr. Peter Walsh, how do you do? I'm Krishna Kumar, Personnel officer. Welcome to BHEL.

Peter Walsh: Thank you, Mr. Kumar. How do you do?

iv) Vikram Sharma: Good morning, Sir!

Anil Ratan: Good morning, Vikram. I didn't see you in class yesterday. Are you keeping well?

Vikram Sharma: Yes Sir, thank you very much.

v) Amrita Gill: Hi! I'm Amrita Gill. We've just moved into this locality.

RK: Hi! I'm RK and this is Anu. Anu's in the ninth at Sprindale's and I'm in the twelfth at Father Agnel. What about you?

vi) Students: Good morning, ma'am.

Teacher: Good morning? It's well past 12 o'clock.

vii) Visitor: Good evening, I have an appointment with David Lee.

Reception: Good evening, could you sit down for a moment? I'll find out whether Mr. Lee is in.

Visitor: Of course, I'm Ajay Makeja from ICICI.

1.5 WRITING: SHORT RESPONSES

Starting a conversation with a stranger is a rather difficult task. Let us practice some situations where you may be required to begin conversations.

Check Your Progress 4

1) Think of a comment you could make in the following situations. It needn't be more than a sentence or so.

i) You're waiting on a platform at the railway station. A foreigner who is also waiting says 'It's a nice day, isn't it?' What would you say?

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ii) You are traveling on the train to a conference in Jaipur. You notice that the man sitting opposite you is also traveling to Jaipur and probably staying at the same guest house as you and attending the same conference. Speak to him.

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iii) The presentation of one of the speakers at the conference was very interesting. You want to tell her about it and you find yourself standing next to her during the tea break. What would you say?

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iv) You sit down at the conference dinner next to someone you don't know. Start a conversation.

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v) You are at a movie theater. You recognize the man sitting in front of you, but cannot remember where you met him. Speak to him.

2) Reply to the different remarks in a sentence. It is a good idea to learn these remarks; you may often use them in your interactions.

i) Hello Rahul, how are you?

ii) Thanks Aditya, for the chocolates.

iii) How do you do?

iv) How did the meeting go?

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v) How's business?

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vi) Should we stop for coffee on the way home?

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vii) Sunita sends you her regards.

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viii) Right then, I'm off.

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Practice these dialogues with your friend.

1.6 LISTENING: HOW TO END A CONVERSATION

Listen to the conversation between three friends on how to end a conversation. Answer the questions that follow. You will notice that the conversation is in informal style. Can you suggest some reasons for this?

Before you listen, you must read the questions below.

Check Your Progress 5

- 1) Say whether the following statements are True (T) or False (F):-
 - i) Dev signals that the conversation is drawing to a close.
 - ii) Dev uses an inappropriate parting salutation (greeting).
 - iii) Rinku feels that Neha is good at ending a conversation.
 - iv) You can use body language (signs and gestures) to indicate that you wish to close a conversation.
 - v) Age and status are of no importance in closing conversations.
 - vi) An apology or an excuse can be a polite way of drawing a conversation to a close.

- 2) Listen to the audio again. Find the exact words, phrase or sentence that is used in the dialogue to do the following:-

- i) Expression used by Dev to signal end of conversation:

Answer: So long then!

- ii) Parting salutation used by Dev:

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- iii) Parting salutation used by Rinku:

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iv) Body language to signal the end of conversation:

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v) Example of excuse to close conversation:

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As you listen to the dialogue, you have to note down specific information from it, and ignore other parts of it. This reproduces a common ‘real-life’ situation, where we “listen” for what we want to know and treat the rest of the information as redundant.

1.7 VOCABULARY: INFORMAL EXPRESSIONS

Here are some expressions which are important to note and practice in your daily life.

Check Your Progress 6

1) Match the informal expressions in Column A with their more formal expressions given in Column B:

Column A	Column B
i) Oh Hi!	a) Good night!
ii) Keep quiet!	b) Good morning, what a pleasant surprise!
iii) Hello Dev!	c) Good bye!
iv) Lucky fellow!	d) This is indeed a stroke of good luck.
v) So long	e) Please accept my apology.
vi) Bye then	f) Would we all maintain a moment’s silence, please?
vii) Sorry Yaar!	g) Good morning, Mr. Dev Kumar. How do you do?

- 2) Match the idioms/expressions used in the two listening tasks listed in Column A with the meanings in Column B:-

Column A	Column B
i) bunk (class)	a) make people feel comfortable by cracking a joke, etc.
ii) keep away from	b) go beyond one's usual boundary/activities.
iii) seem lost	c) find fault with another person when the speaker (fault-finder) has the same defect.
iv) spread wings	d) appear confused and uncomfortable.
v) pot calling the kettle black	e) go away (to avoid duty or responsibility).
vi) break the ice	f) not to go somewhere

- 3) This is a summary of some of the learning items presented in the two listening tasks in this unit. Use idioms/expressions from Column A of task 2 above to fill in the blanks. Make necessary changes in verb endings, if required.

A new student to a school or college (i) _____ for the first few days. Usually a friendly class-mate takes the initiative to (ii) _____ with him or her. The new student is often told the do's and don'ts; especially who or what to (iii) _____. By and by, he (iv) _____ and becomes an insider.

1.8 FAREWELLS & GOODBYES

Along with greetings, farewells are an important part of a social interaction both in informal and formal situations.

Check Your Progress 7

Read the short dialogues below and decide on the following for each piece:-

- i) Where is the conversation taking place?
 - ii) What is their relationship? Strangers/friends/family/acquaintances/colleagues/neighbours.
 - iii) Underline the words/expressions used in each case to: a) signal that the conversation is coming to a close; (b) parting salutation used.
- 1) Anju: O my gosh! It's already five. I'd better rush. Mum will be wondering what happened to me.
Preeti: We must get together again soon.
Anju: Yes, we must. Bye now!
Preeti: Bye, Anju. Take care.
 - 2) Ms. D'Souza: Excuse me, Mr. Verma. Here is the report you wanted.
Mr. Verma: Ah yes. Thank you, Ms. D'Souza.

Ms. D'Souza: Er, I was wondering, sir, if I could leave an hour earlier today. My son is rather ill and needs to be taken to the doctor.

Mr. Verma: Oh, what's the matter with him?

Ms. D'Souza: He's been running a temperature for the past few days, and the doctor had asked for some tests to be done. I've got to pick up the reports before five.

Mr. Verma: Well, all right. Do be on time tomorrow. There are some urgent letters to be typed.

Ms. D'souza: Thank you, sir. I will. Good night, Mr. Verma.

Mr. Verma: Good night, Ms. D'Souza.

- 3) Mr. Martin: Well, that's all for now. Shall we call it a day?

All: Yes, most certainly sir.

Neeta: I don't think we can take more of this.

Ashok: Yes, sir. It's Friday night. We've friends and movies to catch up with.

Mr. Martin: That's fine by me. Good bye, then. Have a nice week-end.

All: You, too, sir.

- 4) Rakesh: Hello, Sudha! Fancy bumping into you here!

Sudha: Hi Rakesh! Nice to see you. What are you doing here?

Rakesh: Shopping-buying vegetables. And you?

Sudha: Come to see my grandmother. Sorry, can't wait. She'll get anxious.

Rakesh: Drop in at my place on your way back.

Sudha: I'll try. See you. 'Bye.

Rakesh: Bye.

- 5) Jim: Thanks for the lovely evening, Lata. It was a nice get-together. And the food was absolutely delicious.

Lata: I'm glad you enjoyed yourself. Do drop in again, whenever you have the time.

Jim: Yes, I will. Good night, Lata, and thanks once again.

Lata: Good night and take care.

- 6) Maria: Good evening, I'm Manisha Kartik from Net Challenged, Bangalore. Are you Jack Svenson from Toronto?

Mike: No, I'm Mike Watson from London.

Maria: Oh! Sorry about that. I've made a mistake. Good night, Mr. Watson.

Mike: Good bye, Ms Kartik.

1.9 GRAMMAR: THE SIMPLE PRESENT TENSE: VERB "TO BE"

Notice the words in bold:

I **am**, You **are**, s/he/it **is**, we **are**, they **are**

In conversation and informal writing, we use contractions:

I'm, you're, he's, it's, Anju's, we're, they're

Check Your Progress 8

1) Insert **am, is, are** in the following sentences

- i. He..... late, isn't he?
- ii. We.....very well, thank you.
- iii. Ritu and Rohit.....in Canada
- iv. I.....extremely happy today.
- v. I think youreally busy today.

2) Write these sentences with contractions.

- i. We are all very busy.
- ii. Rita is here already.
- iii. I am sorry, indeed.
- iv. My name is Parul.
- v. The train is late again.

Read the passage given below and underline the verbs in it.

There is (1) no need to education. It is (2) not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are (3) born to the moment you die, is (4) a process of learning.

J. Krishnamurthy

You will notice that the verbs 'read', 'pass' and 'finish' depict some action and are called action verbs. On the other hand the verbs 'is' and 'are' depict states and not actions. They are called **stative verbs**. Pick the subjects for which these have been used.

- 1).....is
- 2).....is
- 3).....are
- 4).....is

'Is' and 'are' the simple present forms of the stative verb 'be'. Other stative verbs are 'have', 'like', 'think', 'hope' etc.

Check your progress 9

1 Read the passage below and notice the subjects and their verbs.

(1) I am aware of the change in the attitude of the youth today. (2) They are more focused and are ready to put in a lot of hard work. (3) The job scenario too is no longer the same. (4) Many young women are now in positions that were considered male bastions. (5) This is a very encouraging trend. (6) On the other hand another trend is prevalent. (7)The young are more focused on earning money whether through lucrative jobs or through stocks and shares. (8) I am of the opinion that our youth need to be guided a little better by their seniors. (9) But most of us are concerned with our own lives and let the youngsters be.

- 1) I
- 2) They.....
- 3) The job scenario.....
- 4) Many young women
- 5) This
- 6) ...another trend
- 7) The young
- 8) I
- 9) But most of us

Subject-verb concord: You will notice that the Simple Present Forms of the verb 'be' differ according to the number and person of the subject/s.

- I am..... (Singular I Person)
- You are..... (Singular II Person)
- He/She is..... (Singular III Person)
- It is..... (Singular object)
- This is..... (Singular object/idea/concept etc.)
- These are..... (Plural III Person)
- We are (Plural I Person)

2) Complete the passage below using the correct form of the verb 'be'.

There people who ask me whether I the same man that I was in 1920, or whether there has been any change in me. You right in asking that question. Let me, however, hasten to assure that I the same Gandhi as I was in 1920. I have not changed in any fundamental respect. I attach the same importance to non-violence that I did then. If at all, my emphasis on it has grown stronger. There no real contradiction between the present resolution and my previous writings and utterances.

(Excerpts from Gandhi's 'Quit India Speech, 8 August, 1942)

3) Select the correct alternatives and complete the passage given below.

Hindustan Times(is/are) the paper that brought out the news of the birth of the quadruplets. According to the news each of the babies..... (weigh/ weighs) about 500 gms and(is/are) doing well. Three of them.....(is/ are) girls. Everyone in the pediatric department of the hospital(is/are)

surprised since neither of the parents(has/have) any history of twins in the family.

On the other hand, the father is a worried man since he does not earn much. Five thousand rupees(is/are) a very small amount of money if one has to feed four babies, he feels. He has two options. Either his brother or his sister(adopt/adopts) two of the babies, or he seeks the help of ‘Women for Women’. Women for Women(is/are) a non government organization that provides help to needy families with girls.

1.10 PRONUNCIATION

Practice these greetings and introductions:

- 1) A: How are you?
B: Very well, thank you. And you?
- 2) A: Pleased to meet you.
B: Please to meet you, too.
- 3) A: How do you do?
B: How do you do?
- 4) A: Please call me Anju
B: Then you must call me Rahul.
- 5) A: How’s life?
B: Not too bad, but rather busy.

1.11 LET US SUM UP

This unit has dealt with the importance of starting and ending conversations. It is an aspect of etiquette and social grace that is increasingly important in the global world. The reading passage on “Etiquette” deals with its origin and details some rules of etiquette related to introductions, table manners, gifts, etc. These primarily pertain to western culture, Indian norms may be different.

The listening passages and sample dialogues make students aware of the finer issues involved in starting and ending conversations. For example,

- i) Starting involves three steps: greeting; introducing yourself; asking after.
- ii) Ending involves two steps: signaling the end; parting salutation.
- iii) The choice of the expressions/words/phrases to be used depends on the situation (formal/informal), relationship, age, etc. of the persons speaking.
- iv) The younger/junior person is presented/introduced to the senior/older person.
- v) The initiative to close a conversation must come from the older person.
- vi) You may indicate your desire to end a conversation through body language or by making excuses, apologies, etc.

Check Your Progress 1

- 1)
 - i) False: They are used to remove unpleasantness.
 - ii) True
 - iii) True
 - iv) False: It is impolite to lean on the table with your elbows. One bite should be cut and eaten before another is cut.
 - v) False. Flowers and chocolates are proper gifts to new friends.
- 2)
 - i) feelings (ii) comfortable (iii) origin (iv) weapons (v) courtesy (vi) thanking
3.
 - i) Always introduce a younger person to an older person. Expressions—"Mr./Ms.,
4.
 - May I introduce my friend/son to you?" And, in more formal situations: "Mr./Ms.—Allow me to present—to you."
- ii.
 - (a) use a fork or spoon to carry food to the mouth; (b) lay the napkin on the lap; (c) one bite should be cut and eaten before another is cut.
- iii) Flowers and chocolates.
- iv) Find the host and the hostess and thank them.
- v) Long ago men held out their empty hands to show that they were not holding daggers or other weapons.
- vi) In olden days roads were not paved and were muddy. By walking on the inside, the woman would stand less chance of being splashed by mud brought up by carriages.

Tape Script: Problems in starting a conversation

Rinku: Hello Dev! Bunked the class as usual?

Dev: Oh Hi! Yes, I had to miss either the class or my breakfast. You know how it is in the hostel!!

Rinku: Yes, of course I do! Food for thought can always wait but real food can't! (Both laugh)

Dev: Well, why aren't *you* in the class? Don't tell me...

Rinku: Well, I missed the Youth Special...I was waiting for Neha. I wonder what's keeping her away?.....(Seeing Neha coming) Hi, Neha! Where have you been?

Dev: Hello Neha. How are you?

Neha: Hello! How are you?

Dev: Fine, thank you.

Rinku: What took you so long? Thought you were never coming!

Neha: There's a new student in our class-Shakeel Ahmed. I was introducing him to some of the others. He seemed so lost...

Rinku: Well! Well! Well! Neha is sure spreading her wings! I've never known her to talk to strangers!

Dev: (hurt tone) Yes, not so long ago, I was the new one in the class. You didn't take me around or introduce me to friends!

Neha: Well, Rinku you weren't in the class! And, as usual the others ignored him completely. So someone had to break the ice!

Dev: Of course, someone had to introduce him around and make him feel good. And that some one had to be Neha! Lucky fellow!

Rinku: Shut up, Dev. Enough of your fooling. But Neha, a round of introduction shouldn't have taken you so long...

Neha: Well, once he began, he went on and on. And I didn't know how to come out of it without seeming rude.

[They all laugh]

Check Your Progress 2

- 1)
 - i) False. Shakeel Ahmed is the new boy in class.
 - ii) True. Rinku says "Well! Well! Well!..... strangers. This shows intimacy; closeness.
 - iii) False: Dev says "How are you?" Uses formal language. They know each other well but are not close friends.
 - iv) False: Knows both Dev and Neha well. Laughs a lot.
 - v) False. Both Dev and Rinku are surprised that she talked to the new student.
- 2)
 - i) Bunk the class; hostel; youth special
 - ii) Makes fun of him because he prefers food to studies. "Food for thought can always wait but real food can't".
 - iii) Makes fun of Neha for starting a friendship with the new boy in the class—, "Lucky fellow!"
 - iv) Someone should start a conversation with the newcomer. He must be introduced to the others in the class/department/office.
 - v) No. Though Neha wants to end the conversation, she allows Shakeel to continue talking. She is unable to make an excuse and come away.

Check Your Progress 3

- i) Formal situation like office or neighbourhood, could be colleagues or neighbours who do not know each other well.
- ii) Formal; College student and a visitor to the college.

- iii) Formal; Office; New colleague or a visitor.
- iv) Formal; Outside class; Teacher and student.
- v) Informal; Teenagers-Neighbourhood-Strangers.
- vi) Formal; Classroom; Teacher and class.
- vii) Formal; Office-Meeting for the first time.

Check Your Progress 4

- 1)
 - i) Yes, it's rather pleasant, isn't it?
 - ii) I've noticed that you're going to the Circuit House? Would you be attending the conference on "Nuclear Disarmament?"
 - iii) Hello, I must say I enjoyed your talk very much. What I found particularly interesting was.....
 - iv) Hello, I'm Rakesh Gupta. It was a very interesting session, wasn't it?
 - v) Excuse me, haven't we met before? Was it at the conference on 'Nuclear disarmament?'
- 2)
 - i) I'm fine thanks, and you?
 - ii) You're very welcome. I'm so glad you liked them.
 - iii) How do you do?
 - iv) Rather well, thank you.
 - v) Very good indeed. Things are busy right now.
 - vi) Certainly. Where shall we go?
 - vii) That's kind of her. How is Sunita?
 - viii) So long then.

Text for audio for Listening exercise:

Dev: Well, everything's sorted out finally. I'll go check with the caterers about the lunch. So long then!

Rinku: Yaar, why don't you wait for a bit? Neha hasn't yet turned up and she has the money.

Dev: Sorry, I don't think I can afford to wait. If the caterer packs off, there'll be no lunch at the Seminar tomorrow. See you!

Rinku: Bye then, take care.

Neha: (hurrying) Sorry to keep you waiting. This new lecturer does not know how to draw a discussion to a close. He's just too democratic...allows each person to go on and on.

Rinku: Look who is talking! It's the pot calling the kettle black! You don't know how to end a conversation either!

Neha: Of course not. I do know that ending a conversation involves two steps. At first, signaling that the conversation is coming to an end, and then.....

Rinku: That's precisely the point! You never ever give any indication to the person you are speaking to that you need to go; get on with something else. You give such exclusive attention.

Neha: No, that's not true! I did look at my watch twice; kept looking at the door. Even tried shuffling around my books on the desk and stamping my feet. But the teacher wouldn't take the hint!

Rinku: (laughs) I know it is important to be able to recognize these signals; in formal situations it is considered rude to ignore them.

Neha : That's precisely my point! It is normally the one who is superior in age or status who signals the end of a conversation. And, on the telephone, it is the caller who does so. So the teacher should have brought the discussion to a close.

Rinku: (laughs) Poor you! That's right. This tutor is a bit thick. Just body language doesn't work with him. You should have made an excuse, "Sorry Sir, we've got another class after this." Or something like that.

Neha: It's not that I didn't try. I thanked him for an insightful lecture. But he just got carried away and went on and on.

Rinku: (laughs heartily) What about the others? Don't tell me they were waiting that long.

Neha: Well, most left quietly by the back door without being noticed. Don't expect me to do that! It's so awfully rude!

[fade out.]

Check Your Progress 5

- 1) i) True ii) False iii) False iv) True v) False vi) True
- 2) ii) So long then/see you.
iii) Bye then, take care.
iv) Looking at the watch; looking at the door; looking restless by stamping feet or moving things.
v) "Sorry Sir, we've got another class after this."

Check Your Progress 6

- 1) i) b; ii) f; iii) g; iv)d; v) c; vi) a; vii) e
- 2) i) e; ii) f; iii) d; iv) b; v) c; vi) a
- 3) i) seems lost; ii) break the ice; iii) keep away from; iv) spreads his wings

Check Your Progress 7

- 1) Friends at college or some informal place.
- 2) Office-between boss and secretary.
- 3) Classroom-Teacher and teenage students

- 4) Friends at the market place
- 5) Friends-Thanking the hostess 'Lata'
- 6) Formal-office-strangers.

Check Your Progress 8

- 1) i) is ii) are iii) are iv) am v) are
- 2) i) We're ii) Rita's iii) I'm iv) My name's v) The train's

Check Your Progress 9

1)

1. I am
2. They are
3. The job scenario is
4. Many young women are
5. This is
6. ...another trend is
7. The young are
8. I am
9. But most of us are

- 2) There **are** people who ask me whether I **am** the same man that I was in 1920, or whether there has been any change in me. You **are** right in asking that question. Let me, however, hasten to assure that I **am** the same Gandhi as I was in 1920. I have not changed in any fundamental respect. I attach the same importance to non-violence that I did then. If at all, my emphasis on it has grown stronger. There **is** no real contradiction between the present resolution and my previous writings and utterances.

(Excerpts from Gandhi's 'Quit India Speech, 8 August, 1942)

- 3) Hindustan Times **is** the paper that brought out the news of the birth of the quadruplets. According to the news each of the babies **weighs** about 500 gms and **is** doing well. Three of them **are** girls. Everyone in the pediatric department of the hospital **is** surprised since neither of the parents **has** any history of twins in the family.

On the other hand, the father is a worried man since he does not earn much. Five thousand rupees **is** a very small amount of money if one has to feed four babies, he feels. He has two options. Either his brother or his sister **adopts** two of the babies, or he seeks the help of 'Women for Women'. Women for Women **is** a non-government organization that provides help to needy families with girls.

UNIT 2 SOCIAL SMALL TALK

Structure

- 2.0 Objectives
- 2.1 Warm Up
- 2.2 Reading: Short Dialogues
- 2.3 Listening Conversation: Dialogue
- 2.4 Vocabulary: Describing People
- 2.5 Grammar: Questions
- 2.6 Writing: Short Descriptions
- 2.7 Pronunciation: Contracted Forms
- 2.8 Let Us Sum Up
- 2.9 Answers

2.0 OBJECTIVES

Do you feel comfortable talking to strangers? Or do you feel shy and awkward? Are you at a loss for words after greetings are exchanged? Do you like or avoid parties and gatherings? This unit will help you improve your social skills.

After studying this unit, you will be able to:

- initiate and sustain a conversation;
- pick and/or avoid topics depending on the degree of intimacy with the interlocuter;
- evaluate the impact of our own and other people's small talk; and
- use language and expressions appropriate to the relationship with the interlocuter(s).

2.1 WARM UP

Read the statements given below. Decide which of them express your own point of view. Ask a friend to do the same. Then discuss the reasons for your agreement/disagreement.

- i) "I never indulge in small talk. It's such a waste of time."
- ii) Socializing is the art of breaking the ice and making friends.
- iii) "What we say and how we say it is important because this reveals our personality."
- iv) "I love chatting with friends. It's such fun."

2.2 READING: SHORT DIALOGUES

As you are well aware there are two main reasons for reading: Reading for pleasure and reading for information. There are also different ways of reading –

for instance when we quickly run our eyes over a text to get the main idea in it. This is known as *skimming*. When we dart our eyes over much of a text to search for a specific piece of information, it is known as *scanning*. In the short conversation given below, you will both use the technique of skimming and scanning.

Check Your Progress 1

Read the short pieces of conversation and decide on the following for each dialogue:

- i) Where is the conversation taking place?
- ii) What is the approximate age of the interlocutors? How is their relationship?
- iii) What is the topic of the conversation?
- iv) Are they casual/friendly/angry with each other?

1) Vikram: Hello! My name's Vikram Yadav. I've an appointment.

Jaya: Hello Vikram. I'm Jaya Iyer. We've spoken to each other a couple of times...

Vikram: Oh yes, of course. Glad to meet you, Jaya.

Jaya: Welcome to Pravah. Come, let me show you around. Would you care for some coffee?

Vikram: Thank you. It's very kind of you. It's nice to be here.

.....

.....

.....

.....

.....

2) Ms. Goel: Good evening, Ms. Karl. You're taking your evening walks rather seriously these days.

Ms. Karl: Namaste ji. Yes, I've started all right. Let's see how long it lasts. You know, all this fitness regime is not my cup of tea.

Ms. Goel: No, no don't say that, Ms. Karl. At our age we should take our walks seriously. It's good for B.P, diabetes and....

Ms. Karl: Yes, yes, I know all that. But more than my doctor, it is my daughter who has pushed me outdoors.

Ms. Goel: Yes, indeed. Children nowadays are very particular about their parents.

3) Sarita: May I sit here on the bed?

Lata: Go right ahead.

Sarita: What's that you're reading?

Lata: See?

Sarita: I've been feeling a bit low today.

Lata: oh...Are you feeling unwell?

Sarita: No.

Lata: What's the matter, then?

Sarita: Oh, nothing, I don't know what it is. I just feel this way sometimes-lately, quite a lot. Maybe it's Pran's health.

Lata: (affectionately) Do you love Pran?

Sarita: Of course I do.

Lata: Why "of course", Didi?

Sarita: I don't know. I love him. I feel better when he's here. I feel worried about him. And sometimes I feel worried about his baby.

Lata: Oh, he'll be all right, judging from his kicking ...do you like being pregnant?

Sarita: yes

Lata: Do you like being married?

Sarita: Yes

Lata: To a man who was chosen for you-whom you didn't know before your marriage?

[from A Suitable Boy-Vikram Seth]



4) Lokidas: Mother, I'm back from school.

Mother: Yes, dear. Wash your hands and have your lunch; it's on the table.

Lokidas: But I don't want lunch. It's the same old thing everyday.

Mother: Please, Loku, don't make a fuss and eat up your lunch. I'll make you something nice for tea. And, what did you do at school?

Lokidas: Nothing....

Mother: Why? You had a composition period. Let me see what you wrote.



Lokidas: No...no nothing.

Mother: Let me see. (Reading) “My Parents”

“My mother’s name is Kaveri. My father’s name is Sankaran. My mother likes boys who listen to their parents. My father reads the paper. We have TV in our house. When I grow up I won’t be an engineer”

Lokidas: (Angrily) The teacher says this lacks logical order and gave it one out of ten. What a shame.

[Adapted from A Purple Sea-Ambai]

.....

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.....

.....

.....

.....

Criteria for Socializing

By now you already have a fairly good idea of what is meant by socializing or small talk. Small talk happens all the time: between casual acquaintances, people whom you meet in the course of your work. You may meet them just once in your life time or the relationship once started may grow to be a long and lasting one. You may come together because you are attending the same conference or meeting or staying in the same hotel or traveling on the same train.

It is very much like socializing or chatting with friends except that you have to be careful about the topics you choose. Since the main aim of small talk is to make the guest or person comfortable, you must avoid any topic that may give offence. You must also avoid asking probing personal questions; especially when you hardly know each other.

Normally, the conversation arises from the immediate physical environment: the weather, buildings and places, hotels, arrival and departure, meals, the time of day, entertainment, etc. Very often, the topics flow from the conversational context. In any conversation, the answers to questions and the comments that follow can provide a lead in to the next comment, or even the next topic in the conversation. Effective conversation requires that speakers recognize and pick up on these leads.

Though small talk takes place in a carefree informal atmosphere, you must choose your topics with care. After all, what you say says a great deal about you. “Speak that I may see thee”, Shakespeare had said; this is indeed true..

2.3 LISTENING CONVERSATION: DIALOGUE

It is important that you are prepared for a listening activity. For example, read the questions beforehand so you know what is expected of you. You may listen more than once if required.

Listen to this conversation between two people who have met after a long while. They exchange news about each other and about a mutual acquaintance. Please note the text of the audio has been provided in the Answers section.

Check Your Progress 2

Listen to the dialogue from the audio and answer the following questions. Listen to it again and complete your answers.

- 1) Tick the correct answer.
 - i) Venkat and Radha are
 - a) friends
 - b) acquaintances
 - c) colleagues
 - d) related to each other
 - ii) Venkat and Radha
 - a) met after six years
 - b) met after a long time
 - c) keep meeting each other regularly
 - d) met each other for the first time
 - iii) At school, Savitri was
 - a) quiet and serious
 - b) full of fun
 - c) sulky
 - d) studious
 - iv) Venkat
 - a) works for Computer's India
 - b) is jobless

- c) works for a newspaper
- d) is a doctor

2) Complete the following grid:

Name	Appearance	Occupation	Family
Venkat			
Radha			
Savitri			

2.4 VOCABULARY: DESCRIBING PEOPLE

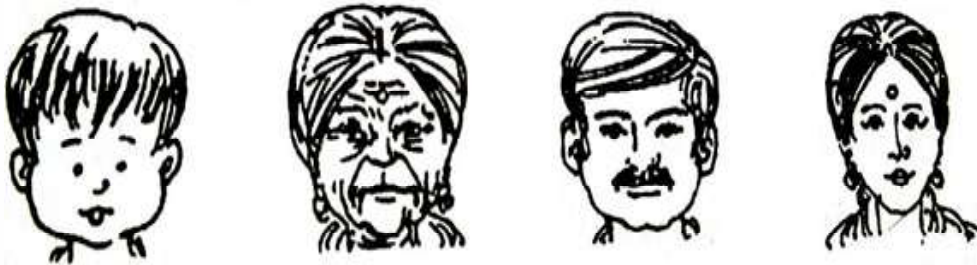
You must have noticed in 2.3 that when we engage in small talk, we often describe people’s appearances. In the conversation between Radha and Venkat there are three comments on personal appearances. (However, when **you** comment on appearances make sure you make only positive comments).

You could have 3 criteria for describing personal appearance:

1) General appearance

- Rani is a very smart and elegant woman, while her sister is sloppy and untidy looking.
- Sonal is a beautiful girl and her brother is handsome too.
- They make a lovely pair, he’s good looking and she’s attractive.

2) Specifics: Skin, complexion, hair, face



- **Skin and Complexion:** dark skin, fair skin, beautiful complexion, sallow complexion, tanned
- **Face:** thin faced, round faced, chubby faced, wrinkles on face
- **Hair:** long hair, straight hair, curly hair, a crew cut, bald, receding hair line

3) Height and build

- Tall
- Short
- Medium height
- Plump or stout person
- A bit over weight
- Slim
- Obese
- Thin
- Fat
- Stocky
- Well-built

Check Your Progress 3

Write the opposite descriptions of the following:

- i) a slim woman
- ii) short and chubby faced.....
- iii) curly hair and dark skinned.....
- iv) an obese person.....
- v) a well-dressed man.....
- vi) a smart and elegant women.....
- vii) he's very good looking.....
- viii) a handsome man.....

2.5 GRAMMAR: QUESTIONS

There are basically two types of questions: **open** and **close**. The **open questions** are those which can have many answers. For example, to the question

- What's that you're reading?

The listener can reply: Pride and Prejudice/The Thakur's Well/Oliver Twist i.e. the number of possible answers is really open. Since these questions generally begin with *wh*-words, they are called *wh*- questions. *Wh*-words include *who*, *what*, *which*, *when*, *where*, *how*, *why*, *whom* and *whose*.

The number of possible answers is limited in the case of **closed questions**. There are only two answers possible to the question

- "May I sit here on the bed?"
 Go right ahead (yes)
 No

Similarly, to the question

- Are you feeling unwell?

You can reply by saying *yes* or *no*.

In fact, this is the most common type of closed question. In this case the alternatives are limited to two: **Yes** or **No**. Such questions are therefore frequently called **Yes / No questions**.

Here are some details about Wh questions and Yes / No Questions.

Wh-Questions

- 1) We use **who**, **whom** and **whose** to ask about people, and **which** to ask about people or things.

Who are you going to London with?

Which actor are you talking about?

Whose house is the party in?

Whom/who did you meet yesterday?

- 2) We use **what** to ask about things, and **what...for** to ask for reasons and purposes.

What are you planning to do after the exams?

What are those beautiful bottles for?

- 3) We use **how** to ask about the way something happens or is done.

How did the accident happen?

How does the computer work?

How is also used

- i) With adjectives to ask about the degree of a quality that someone or something possesses.

How competent are you with computers?

- ii) With adjectives to ask about size, distance and age.

How big is the town?

How far do you live from the study center?

How old is your sister?

- 4) We use **when** to ask questions about time.

When do you plan to migrate to Canada?

- 5) We use **why** to ask for reasons.

Why did she leave the class so early?

Yes / No Questions

When we want to ask a question which lead to a yes/no answer, we use the verb (or the first verb in the group of verbs) before the subject.

Is he annoyed with me?

Have you telephoned the doctor?

Check Your Progress 4

1) Match the questions in box A with the answers in box B.

A	B
i. Shall I help with your baggage?	a. I've too much work to complete
ii. Where can I buy the course books?	b. Rajiv Sharma
iii. What's your name?	c. Yes please, thanks very much!
iv. Why aren't you going on a vacation?	d. No, I'm quite bored, really.
v. Aren't you happy with your job?	e. In the college bookshop near the canteen.

2) Here are some answers. What do you think are the questions? Write down the questions.

i)

Ajmal Andani

ii)

In Canada

iii)

I'm an engineer

iv)

About twenty-five

v)

A brother and two sisters.

vi)

No, they don't.

vii)

In a small flat in Unionville.

viii)

No, but I can speak a little German.

ix)

I watch T.V. or go out with friends.

x)

No I don't, but I like dancing.

2.6 WRITING: SHORT DESCRIPTIONS

Check Your Progress 5

1) In two or three sentences describe each of the following people giving information about their face, complexion, height, build and general appearance.

i) about yourself

.....

.....

.....

.....

.....

.....

ii) your grandmother/grandfather

.....

.....

.....

.....

.....

.....

iii) your mother/father

.....

.....

.....

.....

.....

.....

iv) your best friend

.....

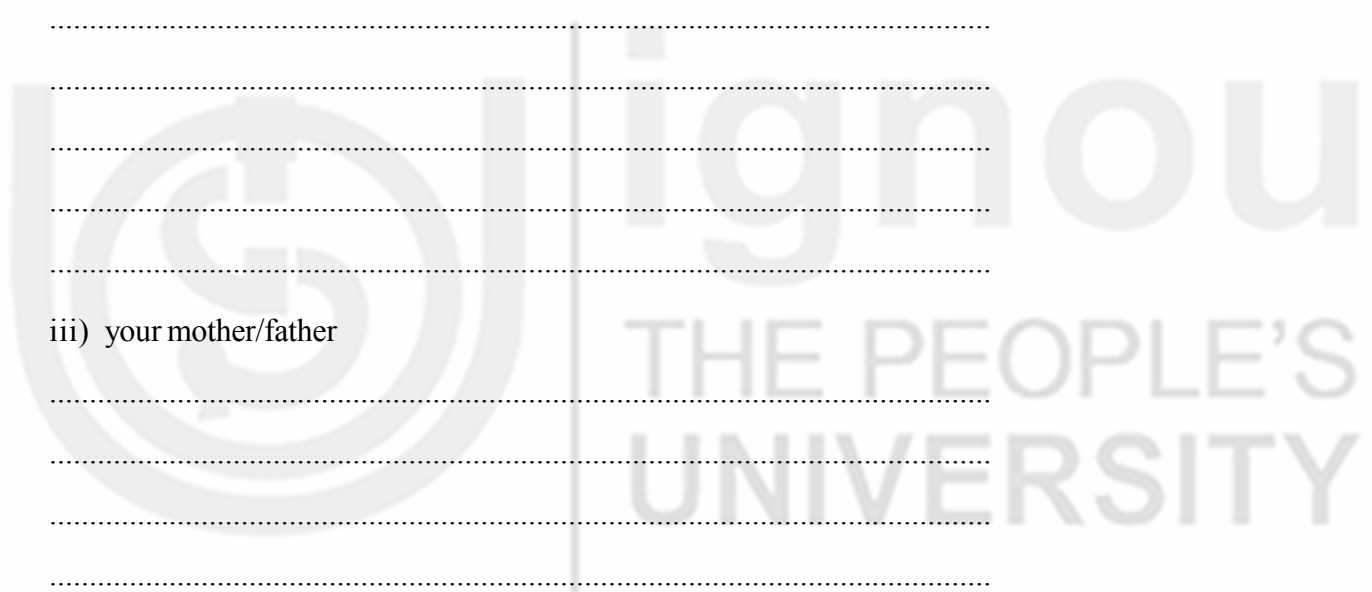
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v) a neighbour

.....

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.....

2.7 PRONUNCIATION: CONTRACTED FORMS

Listen to the contracted forms in these sentences and then repeat them after the teacher.

- i) She'll see you in ten minutes.
- ii) She'd look better with short hair.
- iii) You're taking it very easy!
- iv) I haven't seen him.
- v) They'd met before.
- vi) It isn't working.
- vii) We've seen the film already.
- viii) I can't hear anything, can you?

2.8 LET US SUM UP

In this unit you have been given some tips to improve your social skills. The warm up task helps you to understand that different people can have different views about socializing or chatting. Through the unit, with the help of literary examples, you are made aware of both what to avoid and adopt. Self-praise or bragging should be avoided at all costs. Neutral topics or those arising from the situation or context are to be preferred. Care should be taken to keep the conversation friendly and inoffensive. In the course of the unit, we have touched on some words which can be used for describing people. In the grammar section we have introduced Wh and Yes-No questions.

2.9 ANSWERS

Check Your Progress 1

1. Office colleagues who are meeting for the first time; fairly young; making the guest comfortable; friendly.
2. Two women in a park in the evening; middle aged; neighbours, health and fitness; friendly.
3. Two sisters in their home, one married, the other is not married, very intimate and personal.

4. Home after school, very young boy and his mother; mother –irritated; son-withdrawn.

Tape Script: Dialogue

Radha: Venkat! I can't believe it's you. I haven't seen you for ages. And you haven't changed a bit. How're things? What are you doing?

Venkat: Radha, is that you? I hardly recognized you. You've put on weight.

Radha: Come, come. Don't exaggerate. I'm not fat. Besides, I had a baby recently.

Venkat: Congratulations! When did you get married? What does your husband do?

Radha: Oh, six years ago. My husband works for Computer's India.

Venkat: Really? I'd love to meet him. I'm interested in computers too. I've just done a Master's degree in computer software.

Radha: That's interesting! Where do you work?

Venkat: Well, I'm jobless at present. In fact I'm exploring the possibility of starting a consultancy in computer programming.

Radha: Sushil would love to meet you. How about having dinner with us one evening?

Venkat: I'd love to. When would you like me to come?

Radha: Well, I'm busy on weekdays. Will Saturday suit you?

Venkat: That'll be fine. By the way, what are you busy with?

Radha: I work for a newspaper. At present I'm working on a project on adult education in rural areas. So I have to visit villages on the outskirts of the city. And guess who I met at Kheri?

Venkat: Who?

Radha: Savitri. D'you remember her?

Venkat: You mean that tall girl with very long hair?

Radha: Yes.

Venkat: What was she doing there?

Radha: She's a doctor now. She's opened a clinic there.

Venkat: That's surprising. One wouldn't expect a lively city-bred girl like her to work in a village. Is she married to a doctor?

Radha: Oh no. She doesn't intend to marry unless she meets a man who is also interested in working in villages.

Venkat: She must have changed so much.

Radha: She has. She's very sober now.

(From FEG-01)

Check Your Progress 2

1) i) a ii) b iii) b iv) b

2)

Name	Appearance	Occupation	Family
Venkat	Not changed	Without job	Unmarried
Radha	Slightly plump	Works for a newspaper	Married
Savitri	Tall girl with long hair	doctor	Unmarried

Check Your Progress 3

- i) an overweight woman
- ii) tall with a thin face
- iii) straight hair, fair skin
- iv) a slim person
- v) scruffy and untidy
- vi) a dowdy woman
- vii) he's rather ugly
- viii) a rather unattractive man

Check Your Progress 4

1) i. c, ii. e, iii. b, iv. a, v. d

2) (Suggested answers)

- i) What is your name?
- ii) Where do you live?
- iii) What do you do?
- iv) How old are you?
- v) How many members do you have in your family?
- vi) Do they live with you?
- vii) Where do you live?
- viii) Can you speak French?
- ix) What do you do on weekends?
- x) Do you like watching movies?

(Suggested answers)

- i) My name is Meenakshi Puri. I'm of medium height and I'm neither fat nor slim. I wish I could lose a few kilograms. I have a fair complexion. I would say I'm quite smart and very active.
- ii) My grandmother was of medium height, and when I knew her she was rather plump. She had a wheatish complexion and was quite beautiful.
- iii) My father was a tall man, rather overweight, but had quite an attractive personality. He had a round face and very straight hair
- iv) My best friend is Freda Swaminathan. She has a fair complexion with a round face. She is tallish and carries herself well. She is quite lovely looking.
- v) My neighbour is Rupali Sharma. She is quite elegant and stylish. She has curly hair which she keeps quite short. She has a dusky complexion and is very tall.



UNIT 3 FEELINGS

Structure

- 3.0 Objectives
- 3.1 Warm Up
- 3.2 Reading: Love
- 3.3 Vocabulary
- 3.4 Grammar: Adverbs
- 3.5 Speaking: Being Polite
- 3.6 Listening: Completing a Text
- 3.7 Writing: Paragraphs
- 3.8 Pronunciation
- 3.9 Let Us Sum Up
- 3.10 Answers

3.0 OBJECTIVES

In this unit our aim is to help you:

- Read and enjoy a passage and comprehend the feelings involved;
- Make oral requests using different tones;
- Differentiate words which convey positive/negative feelings;
- Imagine and write about feelings;
- Write and describe people by looking at a photograph;
- Make a tree diagram;
- To listen to situations and suggest a course of action; and
- Listen to situations and associate appropriate feelings with them.

3.1 WARM UP

Read the following lines:

*I'm happy, I'm sick, I'm good, I'm beautiful
I'm a loser, I'm a winner, I'm dumb, I'm fine
I'm okay, I'm bad, I'm clumsy, I'm a gossip
I am neurotic, I am a bore, I am a mess, I'm cool
I'm successful, I'm a failure, I'm loveable, I'm tough
I am smart, I am glad, I'm a teacher,
I'm a good person, I'm a slow learner, I'm not okay.*

- Which of these sentences describe you?
- Draw a circle around each sentence that expresses how you feel most of the time.
- When you look at your responses in this light, what kind of picture do you get of yourself? That picture is a little glimpse of a tiny part of your self-concept.

- Your self- concept is composed of all the beliefs and attitudes you have about yourself. They actually determine who you are, what you do and what you can become.
- Of course, you can change your self-concept if you work on yourself.

3.2 READING: LOVE

Read this story by Guy Maupassant and answer the questions that follow:

I am a simple man with simple tastes. I was born in the countryside and never left it. So I love the earth, the fresh air, everything that grows, animal and the wind and the sky. I am also very fond of hunting, yet the sight of the wounded creature, of the blood in its fur or feathers on my hands, affects my heart and almost makes it stop.

That year the cold weather got in suddenly towards the end of autumn, and I was invited by one of my cousins, Karl de Ranville, to go with him and shoot ducks on the marshes. We were to set out one day at daybreak, and were expected to get back at sunset.

My cousin was a typical country gentleman – stout, red-face, jolly, good natured and rather dull. He lived in a house, half farm-house, half castle, situated in a charming valley.

I arrived at my cousin's in the evening. It was freezing cold and we had an early dinner in the large room whose walls and ceiling were covered with stuffed birds, herons, owls, nightjars, vultures and falcons, and every kind of hunting weapon.

We were to be up at half-past three in the morning, in order to be at the spot where we could wait for the birds.

On that spot a hut had been built, to shelter us somewhat from the piercing wind which comes before day-break.

My cousin said, "I think there'll be a very sharp frost. We had better turn in early tonight, as we shall have a hard day tomorrow."

At three o' clock he woke me. Dressing quickly, I went downstairs and was given hot coffee and sandwiches. Then we had some brandy, put on our fur coats, and accompanied by the keeper and two dogs, Plunger and Pierrot, we set out.

We were soon on the edge of the marsh and took one of the little paths through the rushes to the hut. I went in, and as we had nearly an hour to wait before the birds would awake, I rolled myself up in my rug to try and get warm. Karl ordered a fire, for I had begun to cough and my cousin was anxious that I should not catch a cold.

But suddenly a peculiar cry, a lost, wandering cry, passed over our heads and the light from our fire showed us the wild birds. And suddenly it began to be light and dawn shone in the valley.

"Put out the fire," said Karl, "it's nearing daylight."

And then we saw the splendid sight of long lines of ducks rising from the marshes and beginning to fly away in perfect formation towards the horizon.

There was a flash of light from Karl's gun, and a loud report. The two dogs ran forward.



From then, nearly every minute, we shot in turn, and Plunger and Pierrot, out of breath but pleased, kept bringing us the bleeding birds, whose eyes, fixed on me sometimes, made me uneasy.

The sun had risen, and it was a bright day with a blue sky, and we were just going to return when two birds with outstretched necks and spread wings flew rapidly over our heads. I fired, and one of them fell almost at my feet. It was a teal, with a silver breast, and then in the blue space above me, I heard a voice, the voice of a bird. It was a short, repeated, heart-rending lament, the cry of the other bird, the male of the one I had killed. It circled round and round, looking at its dead companion which I was holding in my hand.

Karl was on his knees, his gun to his shoulder, watching it eagerly, until it should be within shot.

“You’ve killed the female,” he said, “and its mate will never fly away.”

It was true. The bird circled over us continually, and continued his cries. Never in all my life have I heard sounds of such pain as came from that bird.

He was alone and lost. Now and then he would fly away under the menace of the gun which followed his movements but he came back again and again.

I felt the sting of tears starting in my eyes.

“Leave the dead bird on the ground,” said Karl. “Let him come to it.”

And at last he did come near us, careless of danger, seeking his mate, in an agony of love....

Karl fired and I heard the splash its body made in the water.

Pierrot sprang forward and in a few minutes brought it to me.

Karl held the game bag open.

I shook my head.

“What on earth are you doing?”

I did not answer. I could not stop what I was doing. When I had finished making a large hole in the ground with my gun, I said to Karl, “Please take the dogs and go. I’ll put these birds in the ground and then I’ll catch up with you.”

He looked at me for a few moments, then whistled to the dogs and tramped off.

I buried the two dead birds in the same grave, under the sky, with rushes growing all round and in their own home at the heart of the cold and lonely marshes.

Check Your Progress 1

1) Answer the following questions:

i) In what way is the narrator a simple man?

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ii) How long did they wish to spend shooting ducks?

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iii) What do we get to know about the narrator’s cousin from paragraph 4?

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iv) In paragraph 10 which word means 'day break'?

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v) Why did Karl ask for the fire to be put out?

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vi) What were the reactions of the narrator and Karl when they saw the birds?

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vii) Why were Plunger and Pierrot out of breath?

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viii) How did killing the female bird affect Karl and the narrator?

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ix) Why did the male bird ignore danger?

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x) What did the narrator wish to do with the two dead birds?

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xi) In what ways were the narrator and Karl different from each other?

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2) Given below are the main ideas of the story ‘Love’. However, these ideas are not in the correct sequence. Arrange them in the right sequence.

- i) I did not allow Karl to put the birds in the game bag.
- ii) When we were about to return home, we saw two birds fly rapidly over our heads.
- iii) The male teal circled round and round making heart-rending cries of grief.
- iv) My cousin Karl de Ranville invited me to go shooting ducks with him in the marshes.
- v) I fired and a female teal fell almost at my feet.
- vi) After about an hour’s wait, the birds came out and we kept shooting them in turn much to the delight of the dogs.
- vii) Karl suggested that we leave the dead female teal alone, so that when the male comes near, we can end its pain by killing it.
- viii) At about three in the morning we set out with Karl’s dogs Plunger and Pierrot.
- ix) I felt tears well up in my eyes.
- x) I buried the two dead birds together in the same grave.

3.3 VOCABULARY

Check Your Progress 2

- 1) Find words from the reading passage which mean the same as the following:
 - i) hurt
 - ii) an area which is very wet and muddy

- iii) rather fat
- iv) place
- v) wonderful
- vi) expressing great sadness
- vii) something which is likely to cause serious harm
- viii) not worried about danger.

2) Look at the words in the box. Some of them are positive and some of them are negative. Put them in appropriate columns:

amusing,	awful,	boring,	brilliant,	disappointing,	dull,
dreadful,	enjoyable,	fascinating,	terrible,	terrific,	
entertaining,	exciting,	wonderful,	indifferent,	suspicious,	blissful,
miserable,	sad,	sympathetic			

Positive Qualities	Negative Qualities

Now use these words in sentences of your own. Do not hesitate to consult the dictionary if you need to know the meaning of any word.

3) How would you feel in these situations? Choose the best word from the box.

angry,	annoyed,	depressed,	embarrassed,	excited,	frightened,
jealous,	nervous,	relaxed,	upset,	worried,	anxious

- i) You are chatting with your friends after a hearty meal.
- ii) Someone has punctured the tyres of your car.
- iii) You are introducing your friend to someone and you get her name wrong.
- iv) Your friend is much more popular than you are.
- v) You have lost your train ticket.
- vi) All news in the papers is about accidents, disasters and wars.

- vii) You are alone at home and you hear someone walking in the next room.
- viii) You are about to make a speech in public for the first time.
- ix) Your neighbour keeps borrowing things from you every day.
- x) It is your 21st birthday tomorrow.
- xi) You have heard a rumour that the factory that you work in is going to close down.

3.4 GRAMMAR: ADVERBS

Read the following sentences

- Karl watched the birds eagerly.
- we shall have a hard day tomorrow.
- We were soon on the edge of the marsh.
- I went downstairs

Notice that the underlined words answer the questions *how, when or where*. Therefore all these words are adverbs.

Here are some more adverbs

How?	When?	Where?
ran fast	leave tomorrow	place them on the shelf
ate clumsily	study daily	pour water in the glass
screamed loudly	exercise in the evening	lives at the end of the street

Check Your Progress 3

- 1) Underline the adverbs in the following sentences and write ‘how’, ‘when’, or ‘where’ at the end of each sentence. The first one is done for you.
 - i) She sang melodiously. How
 - ii) Shyama ran the race confidently.
 - iii) All flights landed late due to bad weather.
 - iv) I will finish reading the book by day after tomorrow.....
 - v) Put the dustbin outside the room.
 - vi) The birds build their nest on top of the tree.

Adverbs consisting of more than one word

You have just looked at single-word adverbs. Adverbs may also consist of more than one word. These adverbs are known as adverb phrases.

Look at the examples given below.

- i) I was born in the countryside.
- ii) We were soon on the edge of the marsh...

iii) I buried the two birds in the same grave under the sky...

You will notice that all the underlined phrases answer the question: Where? The phrases generally begin with prepositions such as *in, on, under, from, to, at*.

Check Your Progress 4

1) Match the phrases in column A with adverb phrases in Column B

Column A	Column B
i) Put the crockery	a) at the restaurant
ii) She was born	b) on the floor
iii) Don't sit	c) in the house
iv) I used to live there	d) in Jaipur
v) Salman does his work	e) at the back of the envelope
vi) We were waiting for him	f) as a child
vii) I will meet you	g) very efficiently
viii) Write your name and address	h) in the shelf

2) Now complete the following sentences using an *adverb* or *adverb phrase*

- i) The child behaved
- ii) Several guests arrived
- iii) You will find the parcel
- iv) The singer sang
- v) Sonu's house is the pink one.....
- vi) I buried the two dead birds

3.5 SPEAKING: BEING POLITE

When we speak to each other in a foreign or a second language, there is always a danger of speaking rudely – not because we intend to, but because we do not know the polite phrases/sentences. We will now practice both the rude as well as polite ways of saying things. Note that some of the polite ways of saying things may be rather formal.

Example - getting someone to get you the key.

This door is locked, get me the key fast, will you? [rude manner]

I'm afraid this door is locked, could you please get me the key.[polite manner]

Check Your Progress 5

Given below are a few situations, respond to them both politely and not so politely.

Situations

- i) asking your friend to lend you some money.
- ii) asking a colleague to give back something he has borrowed.

- iii) asking a noisy neighbour to be quiet.
- iv) asking help to lift something heavy.
- v) telling a junior that an important plan has been changed.
- vi) canceling a dinner appointment.
- vii) telling a junior to do something all over again.
- viii) telling a junior that his/her work is not up to the mark.
- ix) asking a colleague to give you a lift into town on his way.
- x) objecting to someone smoking on the next table in restaurant.

3.6 LISTENING: COMPLETING A TEXT

Listening requires a lot of practice. Our aim is to help you become good listeners. You may have to listen to the audio more than once.

Check Your Progress 6

The passage below has some words which are omitted. Listen carefully as we read the passage to you and fill in the blanks. Listen again, if you have missed some blanks.

My father died when I was eight years old and I _____ when I heard of his death, for _____ him and all my memories of him are _____ ones. He was a strict man, always _____ to be obeyed without question. He ruled his family with _____ but only once did he _____ me. Until the day I die I _____ I shall forget _____ beating my father gave me. I was _____ for days afterwards and he had to treat me with some _____ medicines.

My father was for many years _____ of the school but, in later life, he was _____ as a minister of the church. This _____ meant that he frequently went off on tours round the villages visiting his _____. My dearest memories of him concern the family hour before he _____ on these tours. He would call my mother and my brothers and sisters and we would sing some _____ and he would pray with us. How I loved to sing with him. The sweet music of those hymns in the soft _____ of Bemba, my mother tongue, gave me my first love of _____ which has never left me.

3.7 WRITING: PARAGRAPHS

What is a paragraph?

A paragraph is a group of related sentences with a single, unified idea that has been sufficiently developed. This idea **usually** occurs at the beginning of the paragraph and is known as the **topic sentence**. The rest of the paragraph develops this topic sentence in various ways. Read the paragraph below:

Lots of people are creating new habitats such as ponds and wildflower meadows, in gardens and school grounds. In fact some species thrive best in special artificial habitats. Many starlings, for instance, spend the cold winter nights roosting on the windowsills of centrally heated office blocks in towns, and then feed all day

on the grubs and worms that live in the soil beneath school playing fields, sports pitches and parks. Most of the wildflowers we call weeds can survive only if a farmer or a gardener cultivates the soil and accidentally makes a new seed bed for them each year.

What is the topic sentence of the paragraph given as a sample? Yes, it is the first sentence and you will notice that the rest of sentences give details to substantiate the first sentence. When you write a paragraph you must very clearly write the topic sentence.

Check Your Progress 7

Now in about 150 words write about your closest friend.

Given below are some points about our feelings towards our closest friends. You may add some more.

- Someone we can trust completely
- Call on for help in times of need
- Meet often and do things together
- Have fun together

On the basis of these points, we can write a paragraph about ‘My closest Friend.’ Read the paragraph below as a sample:

My closest friend is Freda Swaminathan. I have known her since my school days. She is someone I can trust completely, and I feel she trusts me too. She lives at quite a distance from my house, but we still try to meet each other about once a week, when we may catch a movie or see a play. Sometimes, we just go to the Barista for a cup of coffee and a chat. She’s really witty and intelligent and fun to be with! Even though, we do not meet so often, we speak to each other on the phone everyday. We discuss our day-to-day happenings and our hopes and aspirations for the future.

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2) Choose a photograph of a happy occasion from your album and write about it. You could keep the following in your mind:

- What was the occasion?
- What made everyone happy?
- Who took the photo?
- How are the people in the photograph related to you?
- What does the photo mean to you now?

Write a well-connected and coherent passage of about 150 words.

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3.8 PRONUNCIATION

Listen to these words which express feelings and say them after the teacher. Notice the stress placement in these words.

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|----------------|---------------|
| a'musing | 'terrific |
| 'awful | enter'taining |
| 'boring | ex'citing |
| 'brilliant | 'wonderful |
| disa'ppointing | in'different |
| 'dull | sus'picious |
| 'dreadful | 'blissful |
| en'joyable | 'miserable |
| fasci'nating | 'sad |
| 'terrible | sympa'thetic |

3.9 LET US SUM UP

In this unit you learnt the vocabulary of expressing feelings which are both negative as well as positive. You read a story of two teal birds and their love for each other. You learnt to say things politely and listened attentively to an account of a father who had died early. You also became acquainted with adverbs and adverb phrases. Finally, you learnt to write a short paragraph keeping in mind the topic sentence.

3.10 ANSWERS

Check Your Progress 1

- i) Lived in the country side, loved the earth and fresh air, wind and the sky.
- ii) Morning till evening (We were to set out one day at daybreak, and were expected to get back at sunset.)
- iii) He enjoyed hunting. He was proud to be one and liked to display his trophies of birds.
- iv) Dawn
- v) It was not needed any longer, it was morning.
- vi) The narrator – appreciated the beauty of the birds.
Karl – Took the gun and shot them one by one.
- vii) They had to keep running to bring back the dead birds.
- viii) Karl – reacted in a matter of fact manner.
Narrator – felt the pain of separation that the male bird felt.
- ix) to be with his beloved.
- x) He felt guilty and he wanted them to be together in death and he buried them together.
- xi) Karl – no feelings involved in anything, therefore no pain.
Narrator – very sensitive even though he was a hunter, felt the pain of the birds, felt a sense of guilt.

2) iv, viii, vi, ii, v, iii, ix, vii, i, x

Check Your Progress 2

- 1) i) wounded
- ii) marshes
- iii) stout
- iv) spot
- v) splendid
- vi) lament
- vii) menace
- viii) careless

2) <u>Positive</u>	<u>Negative</u>	Feelings
amusing	awful	
brilliant	boring	
enjoyable	disappointing	
fascinating	dull	
terrific	dreadful	
entertaining	terrible	
exciting	indifferent	
wonderful	suspicious	
blissful	miserable	
sympathetic	sad	

- 2) i) Relaxed
 ii) Angry
 iii) Embarrassed
 iv) Jealous
 v) Worried
 vi) Depressed
 vii) Frightened
 viii) Nervous
 ix) Annoyed
 x) Excited
 xi) Upset

Check Your Progress 3

- 1) i) confidently, how
 ii) late, when
 iii) day after tomorrow, when
 iv) outside, where
 v) on top of the tree, where

Check Your Progress 4

- 1) Match the Columns:
 i – h, ii – d, iii – b, iv – f, v – g, vi – c, vii – a, viii – e
- 2) i) very badly
 ii) at the same time
 iii) in the letter box.
 iv) beautifully
 v) around the corner

vi) in the marshy land

Check Your Progress 5

- i) Give me some money, I need it
Could you please lend me some money?
- ii) When you borrow something, you should give it back! Don't you know that?
You borrowed a book from me a month ago, could I have it back please.
- iii) You have no right to be so noisy and disturb the others.
I know you are enjoying your party but may I request you to lower the noise level please.
- iv) Help me lift this machine, its heavy.
I'll be very grateful if you could kindly help me lift this heavy machine.
- v) We had to change the plan. Couldn't help it.
We really did not wish to make the change, but it was essential. Please bear with us.
- vi) I can't come for dinner tonight; I have other things to do.
I'm sorry I won't be able to come for dinner tonight. Please excuse me for any inconvenience I may have caused.
- vii) You better repeat it and this time do it properly.
I'm afraid you need to do this again, to make it better.
- viii) This is substandard work. It can't be accepted.
It would be very nice of you to redo it, keeping in mind all the suggestions.
- ix) Give me a lift, will you.
I'd be grateful if you give me a lift today – I haven't brought my car.
- x) You have no right to smoke – its illegal.
Please don't smoke, its disturbing us.

Text for the audio

My father died when I was eight years old and I cried bitterly when I heard of his death, for I loved him and all my memories of him are sweet ones. He was a strict man, always expecting to be obeyed without question. He ruled his family with a firm hand but only once did he beat me. Until the day I die I do not think I shall forget the beating my father gave me. I was sore for days afterwards and he had to treat me with some soothing medicines.

My father was for many years headmaster of the school but, in later life, he was ordained as a minister of the church. This responsibility meant that he frequently went off on tours round the villages visiting his parishioners. My dearest memories of him concern the family hour before he departed on these tours. He would call my mother and my brothers and sisters and we would sing some hymns. How I loved to sing with him. The sweet music of those hymns in the soft language of Bemba, my mother tongue, gave me my first love of singing which has never left me.

Check Your Progress 6

Feelings

- i) cried bitterly
- ii) I loved
- iii) sweet
- iv) expecting
- v) a firm hand
- vi) beat
- vii) do not think
- viii) the
- ix) sore
- x) soothing
- xi) headmaster
- xii) ordained
- xiii) responsibility
- xiv) parishioners
- xv) departed
- xvi) hymns
- xvii) language
- xviii) singing



UNIT 4 NON-VERBAL COMMUNICATION: BODY LANGUAGE

Structure:

- 4.0 Objectives
- 4.1 Warm Up: What does Your Body Language Say about You?
- 4.2 Reading Comprehension: Five Situations
- 4.3 Vocabulary: Words in Context
- 4.4 Speaking: Role Play
- 4.5 Grammar: Simple Past Tense
- 4.6 Listening: Presentation on Body Language
- 4.7 Writing skills: Describing Body Language
- 4.8 Pronunciation
- 4.9 Let Us Sum Up
- 4.10 Answers

4.0 OBJECTIVES

Understanding body language and non-verbal communication is just as important as understanding verbal communication.

In this unit you will learn:

- What is body language?
- The importance of understanding body language in day-to-day life.
- How different people convey things not only through what they say but also through non-verbal communication.
- Vocabulary related to communication.
- How to write a description.
- How to join sentences so that there is a flow of ideas in your written communication.
- How to role-play.
- To develop your speaking and listening skills.

4.1 WARM UP: WHAT DOES YOUR BODY LANGUAGE SAY ABOUT YOU?

Non-verbal communication is just as important as verbal communication in day-to-day interaction with people.

Body language and facial expressions can speak a lot about you as a person. Our dress, our appearance, the way we sit or stand, the way we touch other people, our gestures – all these have something to say about us.

It is important to understand what our body language conveys about us so that we are conscious of it. We could make some changes in it for our own benefit and for better interaction and communication. In this unit you will read all about body language.

Answer the following questions truthfully:

What does your body language say about you?

- 1) You're in the middle of an argument and getting very angry. What are you doing with your arms?
 - waving them wildly
 - holding them at your sides
 - they are crossed
- 2) Your friends are supposed to meet you at a party but they are late. You decide to:
 - strike up a conversation with the nearest person
 - pour yourself a drink and take a seat
 - wait for your friends outside
- 3) You're in a job interview and all of a sudden things get very quiet. What do you do?
 - ask the interviewer a bunch of questions
 - show and/or discuss another example of your past work
 - stare back at the interviewers, waiting for them to proceed
- 4) When you're in a crowded place, for instance a Shopping Mall, how would you describe your walk?
 - slow, looking at everything
 - medium, stopping only where you need to
 - fast, getting what you need and leaving
- 5) You're standing in the rain waiting for a bus when a car drives through a huge puddle and soaks you with muddy water. You would:
 - yell at the driver and kick the side of the car
 - buy yourself a new outfit on the way to work
 - hide in your cubicle all day.
- 6) The last picture you saw of yourself was:
 - so nice-you framed it
 - not that bad, actually
 - the worst photo ever

If you have ticked the second option in at least four of the six questions asked, your body language suggests that you are quite a balanced person and do not get nervous or agitated easily: For example, showing and discussing another example of your past work when things get very quiet all of a sudden, suggests that you are quite a balanced person and know how to tackle such a situation. Instead of staring back at the interviewers, you get into conversation about something that is likely to benefit you. Yelling at the driver and kicking the side of the car when a car drives through a puddle and soaks you or waving your hands wildly if you are upset in the middle of an argument are non-verbal ways of communicating that you get upset easily.

Read the questions again and consider what should be done in each of the situations.

4.2 READING COMPREHENSION: FIVE SITUATIONS

The meaning of any reading material operates at least four levels: **literal**, **interpretive**, **critical** and **creative**. In the reading passages of this unit, you will come across the **literal** and the **interpretive** or **inferential** levels.

The literal level involves comprehension of the information which is directly stated in the text. At the inferential level, we read “between the lines” and recognize ideas and information which is not directly stated.

Read the following passage and answer the questions that follow in brief:

Situation 1: Ravi hides his disappointment.

Ravi has just been told that he has not received the promotion that he had expected. He feels very disappointed and angry, but manages to control his expression and gestures. Back at his desk, he is aware that his eyes are smarting, and he can feel his mouth trembling.

Ravi needs a little time alone. His mannerisms indicate that he does not want to talk to anyone. He looks down at his desk with his hands on either side of his face and spreads his elbows so that they create a physical barrier. This gives the signal that he is concentrating and does not want to be disturbed. He reinforces this impression by surrounding himself with piles of books and paper. Throughout the day he does not communicate with anyone. Amit his friend tries to speak to him a couple of times, but Ravi does not respond.

Check Your Progress 1

- 1) What sort of body language does Ravi use to keep others away?

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2) Why does Ravi want to keep others away?

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3) Without using words Ravi conveys something to his colleagues. What does he convey through his body language?

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Situation 2: Robert is evasive about his previous career

Vikram is interviewing Robert for a job as a supervisor in the packaging department. Robert has answered his questions openly and confidently. Vikram moves on to discuss Roberts’s previous experience.

“Can you tell me something about managing the team at Softcell?”

Robert clears his throat and does not respond as fluently as before. “Well, Ier....let me see... I was there for three years and got on very well with everyone.” His hand goes up to his face and he shifts in his seat tentatively.

Vikram can see that Robert’s foot is twitching. He is not as confident as he appeared at the beginning of the interview. Vikram thinks that Robert is hiding something, and feels that it is important to find out what it is. Vikram decides to adopt a confrontational approach to make Robert reveal what it is he is hiding. He leans forward into Robert’s space and engages him in eye contact for a longer period than usual ‘I’d like to hear a bit more about your time at Softcell, he says.

Robert goes red and says, ‘There is not much more to say.’ He clears his throat and gives brief answers to Vikram’s further questions.

Check Your Progress 2

Answer the following questions:-

1) What sort of body language does Vikram observe when he asks Robert about his job at Softcell?

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2) Why does Robert behave this way?

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3) If Vikram had to make inquiries about Robert's job at Softcell, what would he find out?

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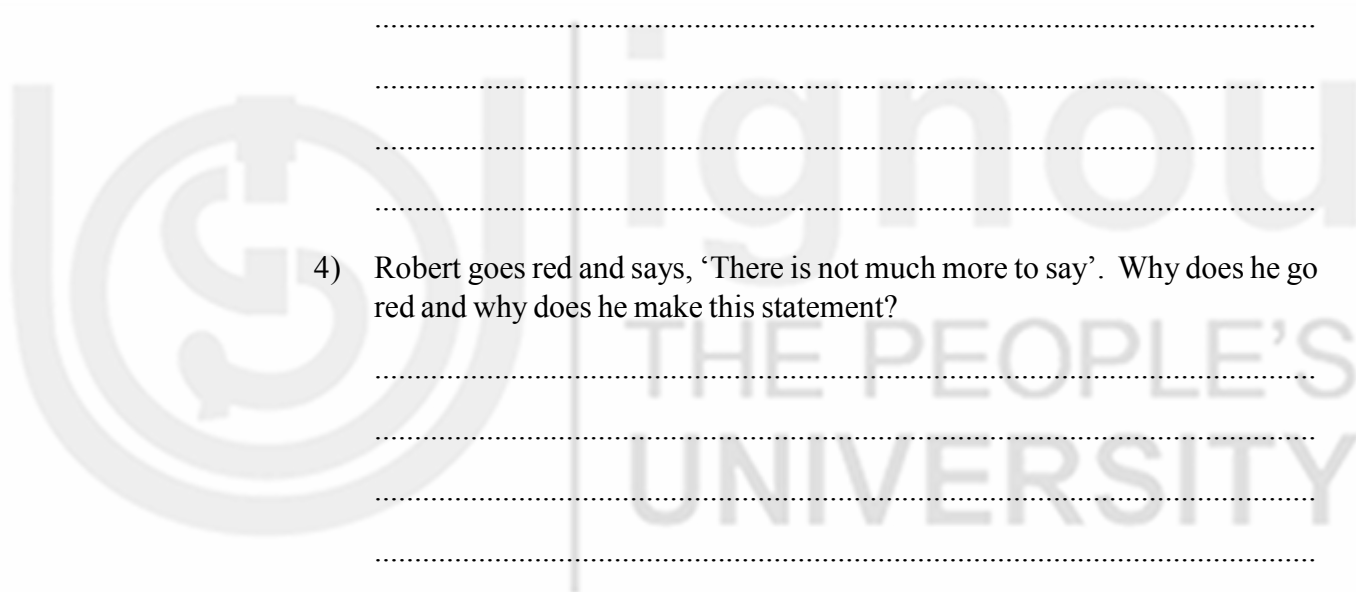
4) Robert goes red and says, 'There is not much more to say'. Why does he go red and why does he make this statement?

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5) Which words/phrases in the text mean the opposite of:

i) Conceal.....
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ii) Harmonious
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Situation 3: Rama joins the group

Rama has just joined the telesales team and would like to be friendly with the group who have lunch together each day. They look as if they are having good fun, that is why they always come back laughing and joking from the lunch room. The problem is that they seem very established as a group, and rather off-putting to outsiders.

Rama begins by staying on the edge of the group, and building rapport with them by matching their body language. The first time that she joins them for lunch she is careful to follow rather than take the lead. Because of this she holds back from sitting down until everyone has taken their place. She knows that such a well established group will have habits and rituals that she must respect if she wants to establish a good relationship with them. She makes sure that her posture and gestures are open and neither defensive nor pushy, and she takes care not to invade any one's space. At first she listens, showing attention and interest with her use of eye contact and facial expressions. She notices that most of the laughter follows something that Wendy has said. Rama begins to contribute gradually to the conversation. She makes careful observations of the others' responses. She sees that they listen to her without turning away or fidgeting, and that they make eye contact as she speaks. She feels accepted and able to make a greater contribution.

Check Your Progress 3

Answer the following questions:-

- 1) What are the indications that the group is a cohesive one?

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- 2) Notice that Rama treads very carefully in her effort to be accepted by the group. What are the things she does?

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- 3) Write two positive steps taken by Rama so that she gets accepted by the group.

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- 4) Write two things about Rama that impress you. Do you think she will get along with the group she is joining? Give reasons for your answer.

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Situation 4: Amelia is agitated.

Amelia knocks on the Head’s door. ‘Can I talk to you about that incident yesterday?’

‘Come in and sit down,’ says Lesley. She notices that Amelia seems agitated. She is breathing rapidly and twisting her hands together and when she starts to explain what happened, her voice is shrill and shaky.

Lesley feels very sympathetic towards Amelia’s nervous state, but wants her to calm down so that they can discuss the matter. She speaks to Amelia in a low and calm voice, and sits in a relaxed position with her hands open, hoping that Amelia will respond to these cues and behave in a less agitated way. Lesley is very surprised when Amelia gets up and goes to the door.

‘I knew you would not understand,’ she says. I knew it would be a waste of time trying to talk to you.’

Lesley is baffled.

Check Your Progress 4

Answer the following questions:-

- 1) What are the indications that Amelia is very disturbed?

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2) What went wrong even though Lesley was sympathetic and wanted to be helpful?

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3) What makes Amelia think that Lesley is not sympathetic towards her?

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4) Why is Lesley baffled?

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Situation 5: The angry customer.

Luke is furious because the supposedly ‘fixed’ fault in his car has recurred. Before he says a word, it is clear to everyone in the garage workshop that he is very angry. He drums his fingers on the counter and looks around impatiently. His mouth and jaw are tight and his eyebrows are drawn together. Sridhar is sitting behind the counter. He does not stand up or come round immediately, which may appear confrontational, but instead lets Luke talk. Sridhar sits upright with head forward and a slight frown, in order to show that he is acknowledging Luke’s anger. He does not interrupt or argue, but gives little nods to show that he is taking in what Luke is saying, with his whole body turned towards him. Sridhar speaks a little faster than he would normally, matching Luke’s pace of speech, then gradually slows down. Luke’s rate of speaking becomes less rapid. Sridhar makes a point of using Luke’s name, and keeps his body language still and non-threatening.

Check Your Progress 5

Answer the following questions:-

1) Why is Luke angry and upset?

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2) How does everyone in the garage come to know that Luke is very upset and angry?

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3) Sridhar seems to understand how to handle Luke. List five things Sridhar does to tackle Luke cleverly.

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4) What would Sridhar have lost if he had come out from behind the counter and stood in front of Luke?

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Check Your Progress 6

1) Say whether the statements are true or false. Correct the false statements.

- i) Amit is upset because he has not got the promotion he expected.
- ii) Throughout his interview Robert is very confident and open.

- iii) One can make out that somebody is lying by watching his face and body language carefully.
- iv) Rama manages to join the lunch group and be accepted by them because she understands body language well.
- v) Luke uses body language to convey to the workshop owner that he is very very angry.
- vi) By speaking to someone in a calm and relaxed manner you make him/her also calm.
- vii) However much you may try, you cannot know what is in the mind of a person.

2) Answer the following questions by giving supporting examples from the situations you have read about.

i) What body language and facial expressions does a person use when s/he is very upset? Quote examples from the situations you have read.

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ii) How do we know that a person is lying? Which of the persons described in the preceding passages seems to be lying?

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iii) How does one convey that he is angry without saying anything? Which of the five persons you have read about is angry?

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iv) ‘You can tackle people better if you understand body language and expressions well’. Elaborate by giving examples from the passages you’ve read. Write at least one example from your own experience.

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4.3 VOCABULARY: WORDS IN CONTEXT

Words must be understood in the context in which they occur. Improve your vocabulary by reading a lot.

Check Your Progress 7

Insert suitable words from the box to complete the following text on “Interviewing With Body Language”

mannerisms, firmly, tentative, facial expressions, critical, body language, conversational style, eye contact, confidence, styles.

Body language and i) _____ can send signals that you have no energy, can’t focus or just don’t care. Regardless of stellar qualifications and positive words, you’re not likely to get a job offer, career experts say.

A job seeker should have someone check his or her ii) _____ before going to interviews, should eliminate irritating and fidgeting habits, and try to match the speaking style and iii) _____ of the interviewer.

“You could be saying all the right things and be sending a completely different message with your body,” said Kathi Vanyo, managing partner at DBM in Phoenix.

Body language is judged from the moment you walk into an interview room. If you’re iv) _____, poking your head in or knocking lightly, you may be perceived as someone who lacks v) _____. Better walk straight in, with a spring in your step.

Shake hands vi) _____, but not so strongly that you give the impression of having been an arm wrestler.

If you’re not offered a chair, pick the one directly opposite or adjacent to the interviewer. Don’t ask where to sit; it may seem that you can’t think for yourself. How you sit is vii) _____ too. Avoid the “good student syndrome”- ramrod straight, feet flat on the floor and hands folded in your lap.

“The message you are sending to your interviewer is that you’re someone who is uptight, maybe too serious,” Vanyo says.

You also don't want to be too lax, like a long-time friend who happened by. Crossing legs, resting an arm along the back of the chair and tapping toes in rhythm aren't going to win over the interviewer.

Try to "mirror" the ^{viii)} _____ of your interviewer. If he or she speaks softly, bring down your level; if the talk sounds quick and excited, pick up your pace. Matching ^{ix)} _____ will allow the interviewer to focus on what you are saying, not how you are saying it, she says.

Maintain _____ but don't get into some kind of staring match. When asked a question, you can look off as you formulate a response, but reply by looking your interviewer in the eye.

4.4 SPEAKING: ROLE PLAY

Role play with another student at your study centre the following situations. Try to use body language and facial expressions according to the role.

Situation

- 1) Amit visits a friend Mohan. He finds Mohan very quiet and withdrawn but he does not tell Amit what's upsetting him. Mohan's clutched hands and nervous speech gives away the fact that he is agitated.

As Amit try to handle him in a very understanding manner, get Mohan to speak up and to tell you what is troubling him. Use body language to show that you care.

As Mohan use body language and non-verbal signals of being withdrawn. Create a barrier by keeping your books in front of you.

- 2) Imagine one of you is Luke and the other is Sridhar.

As Luke act in a very angry and agitated manner. Your body language should express your anger and show you are upset.

As Sridhar, your facial expressions should show that you understand Luke very well. You understand from Luke's mannerisms that he wants assurance that his car will be repaired properly.

- 3) Imagine you are Geet Seth. You work as a software engineer with a computer company which has promised to send you abroad on a project. At the eleventh hour your manager tells you that someone else is being sent. You are extremely upset.

As Geet Seth play the role with appropriate body language and expressions. Your partner will play the role of the manager. He has to tackle you very carefully and understand your body language and facial expressions that reveal much more than what you say.

As Geet Seth use the following cues:

Your body language should show:

- i) smarting eyes

- ii) trembling voice
- iii) jaws tight
- iv) hands held tightly
- v) swallowing as you speak
- vi) agitated tone

As the manager use the following cues:

- i) through your body language and expressions show that you understand his feelings.
- ii) observe his body language well to know how upset he is
- iii) use signs of assurance – touching him, patting him, saying his name, etc.

4.5 GRAMMAR: SIMPLE PAST TENSE

Simple Paste Tense

Look at these sentences. They indicate that something has happened in the past.

- 1) She belonged to an oppressed nation
- 2) There she met a man whose genius was akin to hers.
- 3) Later on he gave her advice...

All the underlined words are verbs showing some action that took place in the past. We say that these verbs are in the Simple Past Tense.

In the Simple Past Tense many verbs are formed by adding ‘-d ‘or -ed to the verb.

Examples:

belong	belonged
cook	cooked
talk	talked
work	worked

Many other verbs, which end in a consonant, double the consonant before adding -ed

Examples:

stop	stopped
crop	cropped
stir	stirred

But many other verbs have an irregular Simple Past Tense form.

Examples:

meet	met
give	gave

The Simple Past Tense is used to express actions or states which occurred in the past and are now finished.

Note:

We often use the Simple Paste Tense with words like:

- yesterday last week
- five days ago last Sunday

Check Your Progress 8

- 1) Rewrite the following sentences using the Simple Paste Tense.
 - i) Yesterday we (talk) a great deal on the subject.
 - ii) He (become) the President last year.
 - iii) We (get up) late yesterday.
 - iv) They (move) house last September.
 - v) He (die) in an accident last month.
- 2) Complete the post card using the Past Simple form of the verbs in the box below:

come	have	meet	visit	drive
tour	do	spend	rent	see

Dear Omair

Greetings from Jodhpur. Weto Rajasthan ten days ago anda day in Jaipur. We some sightseeing there andthe Amer Fort, then wea car andthrough the Rajasthan. Weto Udaipur andsome beautiful palaces, anddozens of friendly local people.youa good holiday last month?

Love

Shaheda

4.6 LISTENING: PRESENTATION ON BODY LANGUAGE

Check Your Progress 9

Listen to the following presentation on Body Language carefully and fill in the blank spaces in the exercise with appropriate words/phrases. You may listen to the audio as many times as you require.

- i) People who are emotionally upset will at once jump to the conclusion that they are a _____, thus increasing their tension.
- ii) One way of learning body language is to _____ the sound of your television. You will notice that what people _____ is not always what their body language _____.

- iii) Parents who believe that it is healthy to go to bed early must practice what they preach.
- iv) The ability to read others' _____ makes it easier to know whether the person you are talking to is happy or sad or _____.
- v) Understanding your own body language will _____ for you to _____ others body language.
- vi) Hidden _____ and intentions can be known by observing people.
- vii) Pushing your hair behind your ear or rolling your _____ could mean that you are _____.
- viii) A smile can be considered genuine only if it extends to the _____ as well.

You may check your answers by comparing them with sample answers given at the end of the Unit.

4.7 WRITING SKILLS: DESCRIBING BODY LANGUAGE

Check Your Progress 10

Observe any one person at your work place or at your study center/in your home/ at your college/at the bus stop. Describe him/her briefly. Note his/her body language very carefully and write about it in your note book under the following heads:

- i) Description-Tall/short, fair, thin, good looking
- ii) Verbal Communication – what he/she conveys in words when you talk to him/her – loud/soft spoken.
- iii) Non-verbal-note what he/she conveys through body movements/posture/eye movement, etc.
- iv) Hand movement – do the hands/gestures make a statement? What does s/he do with her hands while talking to you about something?
- v) Eye movement-What do the eyes convey? Furtiveness/shrewdness/kindness/sincerity...?
- vi) Dress-how does she/he dress? Does it convey something about him/her as a person? About her likes and dislikes? About the impression he/she wants to make on others? Colours he/she wears –do they convey something to you?
- vii) Habits-What he/she likes to do, ways of behaviour observed by you while speaking to you.

You could use the following words while describing the person's body language:

facial expression, gestures, communication, convey, greet, habits, message, experience, impression, inner feelings, outward appearance, insecurity, pleasant, relaxed, comfortable, stylish, furtive, darting quickly.

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4.8 PRONUNCIATION

Here is a list of broad categories of emotions. Say them after the teacher.

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| acceptance | agitation |
| openness | anger |
| expectancy | suspicion |
| readiness | boredom |
| cooperation | frustration |
| confidence | nervousness |
| defensiveness | disappointment |

4.9 LET US SUM UP

In this Unit, we have discussed non-verbal aspects of communication – body language, which in many ways is as important as anything we may speak or write.

In the Reading Comprehension section we gave you five situations where perhaps body language conveyed more than words. The Speaking section involved role play using different cues. In the Grammar Section we gave you practice in Simple Past Tense. The Listening section had a gap-filling exercise. The Writing Section involved descriptive writing.

4.10 ANSWERS

Check Your Progress 1

- 1) a) creates a physical barrier by covering his face.
b) surrounds himself with piles of books and papers.
- 2) He is disappointed and angry because he has not got the promotion he expected.
- 3) that he wants to be left alone.

Check Your Progress 2

- 1) Robert is hesitant. He clears his throat, shifts in his seat tentatively, is not as confident as he appeared earlier.
- 2) Probably because he is hiding something.
- 3) Things would not have been very good for Robert at Softcell.
- 4) He goes red because he seems to be embarrassed at the question. He does not want to continue the discussion.
- 5) i) reveal
ii) confrontational

Check Your Progress 3

- 1) They eat together, have fun, laugh and joke together.
- 2) i) Stays on the edge of the group
ii) follows, rather than leads
iii) respects the groups' habits and rituals
iv) does not invade anyone's space
v) starts making contributions slowly, once she feels accepted by the group
- 3) i) tries to understand the group ethos
ii) respects their likes and dislikes
- 4) i) very observant. She observes carefully and then decides what to do.
ii) goes about getting membership slowly and steadily.

Check Your Progress 4

- 1) Breathes fast, twists her hands together, voice is shrill and shaky, impatient and rude, leaves before the conversation has ended.
- 2) Her low voice, calmness and relaxed manner made Amelia feel that she was not being helpful/taking her problem seriously.

- 3) Amelia thinks that Lesley is not sympathetic towards her because Lesley does not react at all. She wants Amelia to calm down first, whereas Amelia wants an immediate response.
- 4) She is accused of not understanding, which is not true.

Check Your Progress 5

- 1) Because the fault in the car that was supposedly fixed at the workshop, has come up again.
- 2) Drums fingers on the table; looks around impatiently; mouth and jaw are tight, eyebrows drawn together
- 3) lets Luke talk
does not interrupt/argue
nods his head to show he is listening
sits in front of Luke – facing him directly
calls him by his name, keeps his body still
- 4) It would have appeared as if he was confronting Luke and was not sympathetic or understanding. Sridhar would have lost a customer.

Check Your Progress 6

- 1)
 - i) False. Ravi has not got his promotion and is upset.
 - ii) False. He is confident at first, but not later.
 - iii) True.
 - iv) True
 - v) True
 - vi) Not true always. Lesley is not able to calm down Amelia where as Sridhar is able to calm down Luke.
 - vii) False: Body language and facial expressions do reveal what is in the mind.
- 2)
 - i) Creates a barrier.
covers his face, looks down
gives signals that he wants to be left alone
eyes smart, mouth trembles
Ravi does all the above.

Mouth and jaw are tightened, eyebrows are drawn together
Looks around impatiently, drums on the table
Speaks loud and fast
Body language is threatening
Luke does all the above

- ii) A person is observed to be lying when he suddenly become evasive and chooses not to answer questions openly. He hesitates, clears his throats, shifts his position, covers his face, etc.

Robert in situation 2 seems to be lying.

- iii) Body language and facial expressions convey this. In Situation 1 Ravi is angry and his body language indicated this. In Situation 4 Amelia is agitated and angry and in situation 5 Luke is furious and therefore extremely disturbed.
- iv) Ravi is extremely upset and disappointed. If Amit could understand from his body language that Ravi needs to be left alone for some time, he could help Ravi better.

Rama is good at understanding body language. She works her way around the group very carefully. She knows that she must respect the group norms. She matches her body language with that of the group.

Vikram is also good at understanding body language. He is therefore able to know that Robert is being evasive and this needs further investigation.

Lesley understands that Amelia is agitated but does not manage to give reassurance to Amelia the way she wants it. Her low and calm tone does not calm Amelia.

Sridhar understands from Luke's body language that he is very upset but tackles him well. He lets him talk and let off steam. He uses Luke's name and gives him positive signals.

Check Your Progress 7

- i) facial expressions
- ii) body language
- iii) mannerisms
- iv) tentative
- v) confidence
- vi) firmly
- vii) critical
- viii) conversational style
- ix) styles
- x) eye contact

Check your progress 8

- 1) i) talked
- ii) became
- iii) got up
- iv) moved
- v) died

2) Dear Omair

Greetings from Jodhpur. We came to Rajasthan ten days ago and spent a day in Jaipur. We did some sightseeing there and saw the Amer Fort, then we rented a car and toured through the Rajasthan. We drove to Udaipur and visited some beautiful palaces, and met dozens of friendly local people. Did you have a good holiday last month?

Love

Shaheda

Text for audio on "Presentation on Body Language"

Body language is noticed by everybody but is not always given enough attention. We sometimes ignore it and try to hide behind words, but we should never forget that we cannot fool everyone.

Children react to body language because they experience the world through intuition. The same can be true for adults when feelings are involved. People who are in bad shape emotionally place great importance to it. In fact, they often pick up the smallest hint of a lapse in attention in the person they are speaking to. And they frequently jump to the conclusion that they are boring or a nuisance – thus compounding their sense of depression or poor self esteem.

A way to learn body language is to watch television with the sound turned off and try to interpret what's being said simply from reading body language. You will experience that humans say a lot with their mouth which is contradicted by their body, gestures and other channels of communication.

If a child believes the parents who say that it's healthy to go to bed early, it usually doesn't make much sense unless the parents express it with both words and body language. Otherwise, the child may get the impression that it is only good for the parents that the child is put to bed early.

If we develop increased sensitivity to our own body language, our ability to read others' body language is increased.

This makes it easier to tell whether a person you are talking to is happy, sad sullen or irritated. Or whether he or she is lying to you, or is impatient, or bored. You should also be able to register whether the person appears to like you, agrees or disagrees with you, is aggressive to you, or is suspicious, angry or worried.

Increased attention to body language will allow you to observe hidden feelings, prejudices and sexual intentions.

Body language also includes the movement of arms and legs, body posture, the manner in which you sit, facial expression, gait, eye movements and regular gestures such as stroking your hair, touching your nose etc.

Perhaps you hold your hands close to your face when you talk generally, this is a sign of insecurity. The same is true if you roll a beard or moustache with your hands or fix your hair, perhaps pushing or curling it behind an ear.

When you try to interpret body language, you must try to interpret it in relation to what is being said with words; otherwise misunderstandings can easily arise. It must be judged as a whole. Several elements must be in accordance if you are to draw any firm conclusions about a person.

In order to reach your conclusion you must also pay attention to facial expression, the mouth's position, eye movements and pupil dilation and retraction.

Research has shown that the speaker's face is the most reliable source of information about the mood of a person. It is through visual experiences that happiness, surprise, anger or contempt is communicated while auditory experiences communicate fear. In order to ascertain the mood of the speaker you must observe facial muscles. How they are tightened and loosened, how the lines around the mouth are softened, how the wrinkles around the eyes can make them shine with happiness when that is the feeling the face has to express.

The same features express anger and contempt, while softer features are taken to express kindness and friendliness-but note; only if the feelings also extend to the eyes. A mouth that smiles without the eyes smiling as well sends signals of falseness and unreliability.

Check Your Progress 9

- i) nuisance
- ii) turn off, say, suggests
- iii) practice
- iv) body language, sullen/irritated/bored/lying/impatient
- v) make it easier, understand
- vi) feelings, prejudices
- vii) moustache, insecure
- viii) eyes

Check Your Progress 10

I have a friend who has very interesting body language. He is tall, a little dark and fairly good-looking. He has a rather special way of communicating with others. He is not very outspoken and doesn't have a very good vocabulary. However, he always makes eye contact and involves everyone in the conversation. He also uses hand gestures to a great extent and always manages to make his point while talking. His facial expression is fairly relaxed. He doesn't get too enthusiastic to share his opinion. He has a good dressing sense. He doesn't experiment too much with his appearance and is always very prim and proper. Initially, he comes across as a serious and introvert person. However, there is a fun side to him. He is extremely witty and funny in a sarcastic way. All in all he has a very pleasant and likeable personality.

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