

## Part A

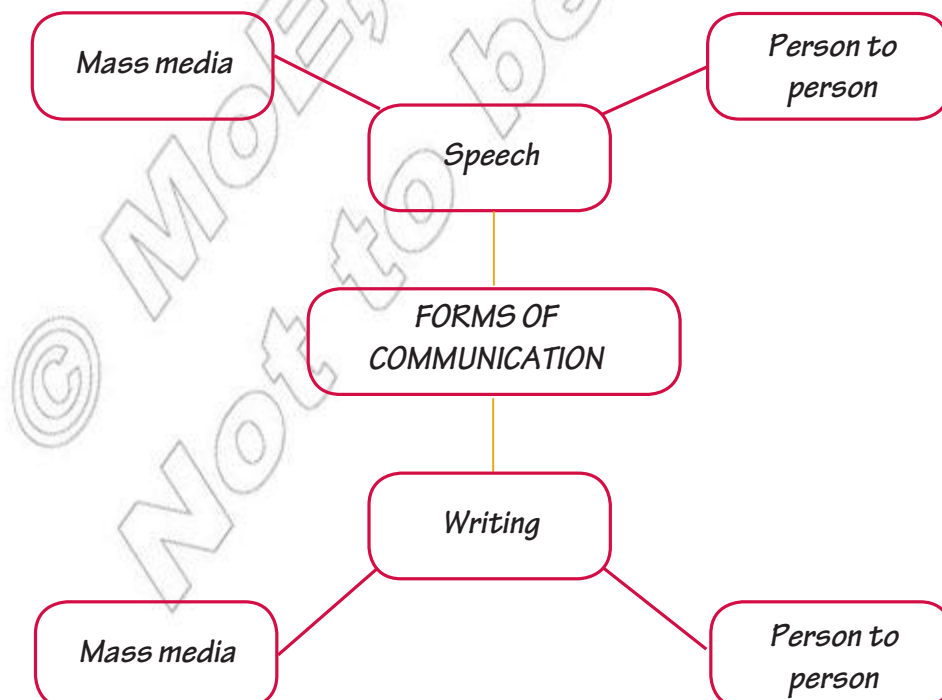
### Objectives

In this part of Unit 2 you will:

- talk about different kinds of communication
- learn how to make guesses
- listen to people in different jobs, describe how they communicate
- learn some words that describe feelings
- practise different ways of expressing regret
- role-play and discuss situations in which there is miscommunication
- extend your knowledge of prefixes
- read about and listen to some tips for communicating effectively
- write a definition of communication
- read about communication in the animal world
- create a mind map about ICT in education and write an essay on the topic.

### A2.1 Introduction: What is communication?

- 1** Communication can be from one person to another (person to person) and also from one person or organisation to a lot of people (for example, through the mass media). Copy the mind map into your exercise book. Add examples of these different kinds of communication to the ovals in this mind map.



**2** Why do we communicate? Work with a partner and think of as many different reasons as you can.

**Example:** *To ask another person to do something.  
To have a friendly conversation.*

**3** With your partner, discuss how communication has changed in the modern world.

**4** Sometimes a message that is communicated (or *encoded*), may not be the same as the message that is received (or *decoded*). To illustrate this, play the game Chinese whispers. Your teacher will give you instructions on how to play. After the game, discuss the questions below.

- How many of the messages were communicated with 100 per cent success?
- If some were not communicated successfully, why was this?

## A2.2 Language focus: Guessing

**1** Words are the most important means of communication for humans. However, sometimes we have to rely on other means.

Work in a group and think of situations when we can't use words to communicate.

**2** Your teacher will give your group some situation cards, these will have different messages written on them. Place the cards face down so that the messages are hidden. Follow the instructions.

- One student must take a card and mime the message to the other members of the group who must guess what it is.
- Another student takes a different card, and mimes the message on that card.
- Repeat until everyone in the group has taken a turn.
- Before you start the activity, look at the language in the box below. Try to use some of the words and phrases when guessing the mimed messages.

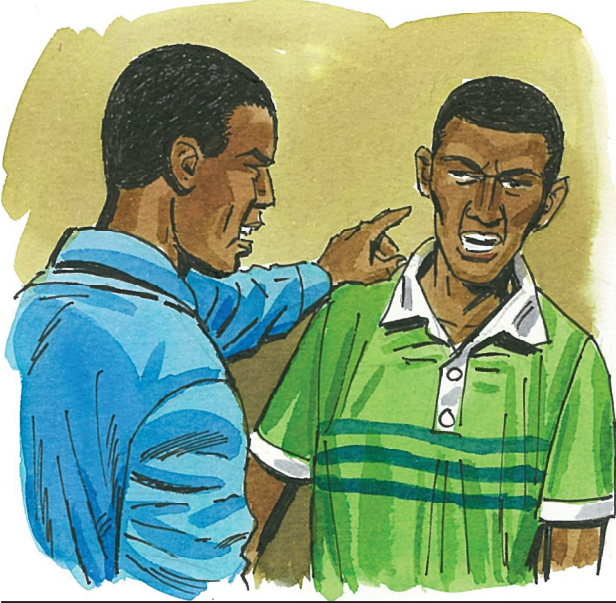
Language for guessing	
She might be ...	turning something on.
She could be ...	lost something.
She might have ...	
It looks as if ...	she is looking for something. she has eaten something bad.
I think ...	she has lost her key.
My guess is ...	there is a snake in the bathroom.

**3** With a partner, discuss the situations in the pictures on the next page. Use the language in the box to write a sentence about what is happening.

**For example:** *a) It looks as if they are having a serious argument.*



a



b



c



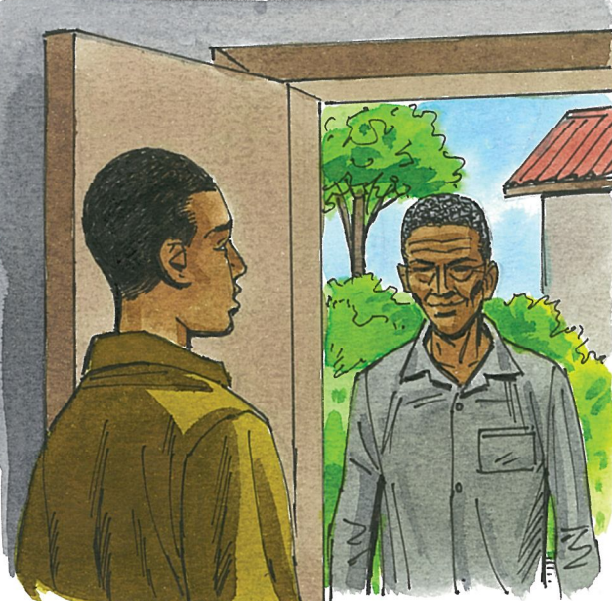
d



e



f





### A2.3 Listening: How I communicate

You are going to hear some people describing how they have to communicate in their jobs. When you have heard the descriptions, do the following tasks:

- 1** As you listen, identify the job each person does.
- 2** Pick out some key words that help you identify each job.
- 3** Choose words from the box below to describe the feelings of each person about their job. You may also use your own words.

enthusiastic   bored   passionate   frustrated  
 irritated   proud   inspired   self-confident   content

- 4** Which of these jobs would you be most and least suited to? Discuss this with a partner and give reasons for your answer.

### A2.4 Increase your word power: Feelings

- 1** Work with a partner or in a small group. Put the words from the box above into the correct columns. Add any other words that you thought of.

Positive feelings	Negative feelings

- 2** Listen to your teacher dictate some words. Add them to the relevant column in your table.
- 3** Work with a partner and put the words from your table above into these six groups below.

<b>a Contentment</b>	
<b>b Unhappiness</b>	
<b>c Engagement</b>	
<b>d Fear</b>	
<b>e Anger</b>	
<b>f Shock</b>	



**4 Ask and answer these questions with a partner.**

- 1 What kinds of things are you enthusiastic about?
- 2 What are you most proud of?
- 3 Have you ever felt jealous? If so, when?
- 4 Are you optimistic or pessimistic about the future?
- 5 What kinds of things make you angry?
- 6 Do you regret anything you have done?
- 7 What sort of things irritate you?
- 8 When are you happiest?
- 9 Have you ever been in a situation in which you have felt relieved about something?

**A2.5 Language focus: Expressing regret**

We use *unreal conditional structures* to talk about situations that don't exist in the present or past. These are often regrets; things we wish were true. For example:

**In the present:**

- *If I played the guitar, I could be in a band.*
- *If only I played the guitar!*
- *I wish I played the guitar!*
- *But for the fact that I can't play the guitar, I would be in a band.*

**In the past:**

- *If it hadn't been raining, I would have been able to come to school.*
- *If only it hadn't been raining!*
- *I wish it hadn't been raining!*
- *But for the rain, I would have caught the bus.*

**1 Make an *if* sentence about each of these situations.**

- 1 There is a beautiful bicycle on sale in the shop. You don't have enough money to buy it.  
**Example:** *If I had enough money, I would buy the beautiful bicycle on sale in the shop.*
- 2 You didn't go to the concert last night so you didn't hear the fantastic music.
- 3 You don't play netball well enough, so you can't be in the team.
- 4 The goalkeeper didn't play well at your last match, and that's why your team lost.
- 5 You spoke to Assefa and he can't come to the film as he hasn't got any money.

**2 Write three sentences about what would happen if you changed in some way.**

**Example:** *If I ate more I would put on weight and I would look better.*

**3 Make a *but for...* sentence about each of the situations below.**

**Example:** *I didn't pass my exam because I had a bad headache.*

*But for my headache, I would have passed my exam.*

Or *But for the fact that I had a headache, I would have passed my exam.*

- 1 I wanted to go with you to the film, but I couldn't because my mother was ill.
- 2 If my brother hadn't heard the burglars, they would have stolen everything.
- 3 Ali's height prevents him from being a really good basketball player.
- 4 Makeda is too lazy to be a good student.

**4** Make sentences about each of these situations using *I wish* or *if only*.**Example:** *My brother smokes too many cigarettes.**I wish my brother didn't smoke so many cigarettes!*

- 1 It's so hot!
- 2 We have had no rain for nearly a year.
- 3 I didn't see you at the concert last night.
- 4 Our teacher has given us a lot of homework.

**5** Write four sentences expressing regret about something in your life using *if only* and *I wish*.**Read these sentences out to a partner and practise speaking the phrases.****Examples:** *If only I had done my homework last night.**I wish I'd spent more time with my grandfather.***6** Change the sentences in the way indicated so that they have the same meaning as the given sentences.**Example:** *It's raining, so we can't go to the match.**But for the rain we could go to the match.*

- 1 We didn't work hard and so we haven't finished preparing the ground.  
I wish ...
- 2 The maize isn't ripe. We can't harvest it yet.  
I wish ...
- 3 It's a pity there is no secondary school in my village.  
I wish ...
- 4 We don't have enough time to prepare for the exam.  
If only ...
- 5 We don't see each other very often because you don't live near my house.  
If you ...
- 6 I can't watch TV because of my homework.  
But for ...

**A2.6 Speaking:** Miscommunication

**miscommunication** [U] mɪskmjuːnɪ'keɪʃən  
failure to communicate clearly or adequately

Communication is not always successful. We can fail to communicate a message successfully for a number of reasons.

**1** Work with a partner. Follow the instructions below.

- Student A: go to page 283
- Student B: go to page 285
- You are now going to have two short conversations. Student A should begin and Student B should respond to what A says.
- When Student A has finished, do not discuss the conversation, but go straight to what Student B has to say.

**2** When you have finished both conversations, discuss the questions below.

- 1 How did you feel after each conversation?
- 2 What did you and your partner do during each conversation that made the situation difficult?
- 3 What could you have done to improve the conversation?

**3** In exercise 1 we experienced behaviour that can cause miscommunication during a conversation. Work with a partner and discuss other factors that may cause miscommunication. Where possible give examples of situations in which you have experienced miscommunication of a similar sort.

**Example:** *If you are having a conversation in a noisy place, like a café, you may have difficulty hearing what the other person is saying and miss some important words or details. I remember once, I was with my sister, and she told me she had bought a coat and I said “Why have you bought a goat? Where did you get the money?” It took us a few minutes to realise we were talking about two different things!*

**4** Compare your examples with those of other groups in the class.

### A2.7 Increase your word power: Prefixes

The most common prefixes are: *un-*, *in-* and *dis-*. These are used to make a word of opposite or negative meaning to the base word. There are no rules about which kinds of words take each of these prefixes.

However, there are some prefixes with a negative meaning that can only be used with certain kinds of words, these are: *il-* *im-* *ir-*

**1** What are the rules for using these prefixes? Discuss them with a partner and write them in your exercise book.

- *il-* only used before words beginning with 'l'. For example, *logical* → *illogical*.
- *im-*
- *ir-*

(Note: Not all the words beginning in these ways take one of these prefixes – they may take a different one.)

**2** Add the correct prefix to each of these words. Write them in your exercise book.

able agree believe connect dress fair legal married  
mature mobile possible relevant zip

**3** *Mis-* is a prefix with a different meaning from *un-*, *in-*, and so on. It means badly or wrongly. Which of these adjectives can take the prefix *mis-*?

handled heard informed judged placed managed read  
interested treated trusted understood used frightened

- 4** Which of the adjectives above can also take the prefix *un-*? What is the difference in meaning? Discuss the meanings with a partner.
- 5** Work in groups of three. In your group brainstorm other words that begin with the prefix *mis-*. Join another group to share your words.
- 6** Work with a partner and play a prefix game. Follow the instructions below.
- Student A asks a question using a base word. The chosen word must have an opposite with a prefix.
  - Student B must reply using the same word with a prefix.
  - If the word with a prefix is correct, that student gets one point.
- Example:** *Student A: Is your telephone at home connected?*  
*Student B: No, it's disconnected.*



## **A2.8 Reading and listening:** Tips for communicating effectively

Good communicators do well in life: they make friends easily; they can talk themselves into good jobs and do well in them. We can all learn from good communicators and use their skills to become good at communicating with others.

- 1** Do this quiz to discover whether you are a good communicator. Choose one answer for each question. Work on your own.
- If you say something unkind or angry to someone. What should you do?
    - Apologise straight away for your unkindness or anger.
    - Don't say anything, but behave in a kindly way to the person next time you meet.
    - Take some time to think about what happened and then apologise and explain why you behaved in that way.
  - If someone says something unkind or angry to you. What should you do?
    - Tell that person firmly that what they said was wrong, so that in future they don't behave like that again.
    - Think about what happened and then go and discuss it with that person: explain how you felt and ask why they were angry.
    - Stay quiet and don't refer to it next time you see that person. Pretend it didn't happen.
  - When a younger relative is doing something or says something that you find very annoying, how should you respond?
    - Explain how you feel and ask them to stop; in that way they will respect you.
    - Speak angrily and loudly so they stop and won't do it again.
    - Ignore them and let them carry on.
  - When you are listening to someone, how do you listen?
    - Stay quiet, but look at the person and smile.
    - Ask some questions as you listen.
    - Repeat or paraphrase what the person has said from time to time.
  - When someone asks your advice, how should you give it?
    - Give as much information as you can on the subject.
    - Give only the information that is relevant.
    - Ask the person questions to find out exactly what the problem is before making any suggestions.



## Unit 2 Communication

- 6 You have to explain something complicated to another person. How do you do it?
  - a Explain it very carefully and ask if he or she has understood.
  - b Ask them to repeat what you said.
  - c Explain it and then ask questions about what you have said to make sure it has been understood.

**2 Compare your answers with a partner's. Discuss what factors make for good communication skills.**

**3 Listen to your teacher reading some tips on how to communicate effectively and check your answers.**

**4 Discuss these tips with a partner and consider the following questions.**

- 1 Do you agree with all of the tips?
- 2 Which of these tips do you already do?
- 3 Which of these tips would you like to adopt?



### A2.9 Listening: What is communication?

**1 Work with a partner. Discuss what you think the term 'communication' means then, without referring to a dictionary, write a definition beginning:**

*In our opinion, communication is ...*

**2 Compare your definition with the definitions of others in the class.**

**3 Listen to your teacher read out the dictionary definition of communication. Compare the class' definitions and see whose is the closest to the dictionary definition.**



### A2.10 Reading: Communication in the animal world

**1 Humans are not the only animal species that can communicate. Read this text quickly and identify the main forms of communication used by animals.**

From an early age human children learn the sounds of animals: the 'woof woof' of a dog, the 'miaow' of a cat, the 'maa' of a goat or sheep, the 'tweet tweet' of a bird. We tend to think that animals speak to each other, by means of these noises. Yet sound is only one of a variety of forms of communication used by different animal species. In fact, any kind of animal behaviour that affects the behaviour of another animal can be considered a form of communication.

There are various examples of display behaviour, which communicate strong messages to other members of the same animal species. For example, an angry dog curls back its lips and shows its impressive teeth. However, if a dog attacks without baring its teeth and has its tail in the air, the other dog knows that this is a play fight. Similarly, a peacock with its magnificent tail fully displayed is showing that he is ready to mate and the female peacock knows that this is for her benefit; she then decides whether or not to respond.

Display and movement communications are evident in all kinds of animals. The herring gull is a type of bird that has a yellow-coloured beak with a red spot on the end. When it returns to its nest to feed its young, it taps its beak on the ground to indicate that it has food. The young chicks, in return, tap the red spot on the parent's beak and this stimulates the gull to give the food to the chicks. North

American rattle snakes make a loud rattling sound before administering their poisonous bite. This is a warning to a potential predator.

Chimpanzees make loud shrieks when they sense danger, not to warn predators, but other members of their group. In many species of birds, males sing to attract a mate. Gibbons call out loudly to warn other gibbons not to invade their territory. Thus, animal sounds have many functions, some for communication with their own species, or for messages to other species, particularly predators. An interesting animal sound is the 'miaow' of the domestic cat. Other cat species do not make such a sound and it is thought that domestic cats have developed it over thousands of years due to their existence alongside humans; the 'miaow' sound made by a domestic cat is thought to be exclusively for communication with humans.



All animals produce a scent. Some predators, such as cats, can pick up the trail of potential prey by detecting the scent of urine, faeces and sweat. Cats also, have scent-producing glands that leave distinctive smells for other members of their species to pick up. These scents can indicate whether a cat is ready to mate, or mark the boundaries of its territory.

Some animal communication has more than one purpose. For example, when a dog wags its tail, we assume that it is happy. However, a wagging tail can also indicate that the dog is excited; wanting to play; is relaxed; interested in something; anticipating food; uncertain; or even anxious.

Just as humans communicate non-verbally, animals rely on different kinds of behaviour to communicate their messages. We have some idea how they do this, but animal communication may be even more complicated than we yet understand.

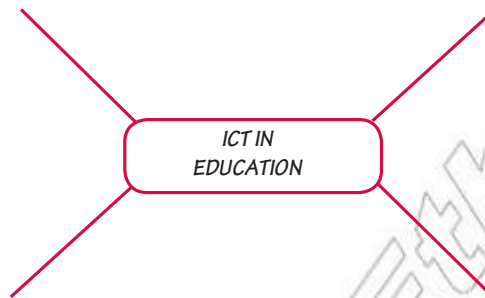
## 2 Now read the text in more detail and do the tasks below.

- 1 Work on your own and record the main ideas set out in each paragraph. Write these ideas in your exercise book.
- 2 Write five questions about the text for your partner to answer. Exchange questions with your partner and answer them on your own. Discuss your answers with each other to see if you agree.
- 3 With your partner, pick out between three and five words in the text that are new to you. Try to guess their meaning from the context in which they are used. Then, check them in a dictionary.
- 4 Discuss with your partner any information in the text that a) you already knew and b) is new to you.
- 5 After reading the text, work with a partner and discuss any similarities or differences between human and animal communications.
- 6 Think about what kind of text this is. Where would you expect to find this text? Give reasons for your answer.
  - a In a novel
  - b In a magazine
  - c In a biology textbook
- 7 What do you think is the purpose of this text? Give reasons for your answer.
  - a To inform
  - b To persuade
  - c To argue a point of view
  - d To entertain



### A2.11 Writing: A mind map

- 1 Work in a small group and discuss the role of ICT (information and communications technology) in education and its future potential.
- 2 Create and complete a mind map (such as the one below) to record the findings of your discussion.



- 3 Compare your mind maps with other groups in the class.



### A2.12 Writing: An essay

Write an essay on the subject of *ICT in Education*. Your essay can be descriptive, describing how ICT is used in education. You can also include your opinions by making comments on some of the developments you describe. Follow the seven steps outlined below.

#### The 7 steps of essay writing

##### Step 1: Brainstorm ideas

Make notes of some ideas to include in your essay. In this case you already have the mind map you completed in the previous exercise.

##### Step 2: Select your points

- It is generally better to make a few good points (say, two or three) and to support each one in some way by expanding it, explaining it or giving an example. So, your next step should be to decide which of the points in your list you are going to include and how you are going to support each one.
- You may need to research some information in the library or on the Internet.

##### Step 3: Make a plan

- Use an essay outline (see below).
- Begin by listing the main points and supporting points that you are going to make.
- Think about how you are going to introduce the topic of your essay. You need a sentence or two about the situation today. Try to begin in an interesting way, for example with a question.
- Now think about how you are going to conclude your essay. You should restate your main points and possibly make a point about the future of ICT in education.



**Step 4: Write your essay**

Once you have written your plan, you can write your first draft. Don't forget to give your essay a title.

**Step 5: Check and edit your essay**

When you have finished, check your first draft thoroughly for ideas, accuracy, and length.

**Step 6: Ask someone else to read your essay critically**

Make any changes they suggest, if you agree with them.

**Step 7: Write a neat, final version of your essay**

Make sure:

- you leave a margin of about two centimetres on the left of your page, if one is not already drawn on your paper
- your paragraphs are clearly separated by indenting the first line of each paragraph or by leaving a clear line between paragraphs.

**OUTLINE PLAN FOR AN ESSAY**

**Title:** \_\_\_\_\_

**Introduction:** \_\_\_\_\_  
 \_\_\_\_\_

**Main points:**

Main point 1: \_\_\_\_\_

Supporting points

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

Main point 2: \_\_\_\_\_

Supporting points

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

Main point 3: \_\_\_\_\_

Supporting points

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

## Part B

## Objectives

In this part of Unit 2 you will:

- read about the development of communications
- consolidate your ability to use structures to talk about past events
- practise asking for clarification and explaining what you mean
- write a description of a graph showing trends in the take up of communications technology
- discuss the advantages and disadvantages of different forms of communication
- listen to a talk about intercultural communication
- read a poem
- find out about non-verbal communication
- do a listening assessment task.



### B2.1 Reading: The development of communications

**You are going to complete a timeline about the history of communications. Work with a partner: Student A and Student B.**

#### 1 Work on your own.

Student A: read text A about the early history of communications and make notes of the key points of what happened at the dates you have information about in your text.

Student B: read text B about the later history of communications and make notes of the key points of what happened at the dates you have information about in your text.

#### 2 Work with your partner

Tell your partner the information about your part of the time line. As you listen to your partner, take notes in the timeline, without referring to the text.

### TEXT A: *Early forms of communication*

Human speech is believed to have evolved, about 200,000 years ago. Over time, speech and other forms of human communication have developed and today we have the form of modern-day telecommunications.

The turning point in the development of communication was the invention of writing. Humans had been painting on cave walls and using pictorial symbols since about 30,000 BC, but the first writing system was invented in Sumer, in modern Iraq in around 4000 BC. At first, writing was done on stones and clay tablets, followed by the use of papyrus (a reed first used in Egypt in 3000 BC) and then paper from about 100 AD.

The next important development in the history of writing was the emergence of printing. Block printing using letters carved into blocks of wood which were printed onto paper, was used in China, India and the Arab world. The first printing press was invented in Germany in 1440 by Gutenberg; this used movable metal letters to print the written



word. Gutenberg's invention was used to produce the first printed Bible. It was also used for pamphlets. The invention of printing then led to the emergence of printed news sheets and newspapers in early seventeenth century Europe.

Throughout history, humans have adopted a variety of methods to help them convey messages as quickly as possible to people in other places, for example, whistling across valleys (a practice still used in the Canary Islands), the use of smoke signals by native Americans; the use of flags to send signals from ship to ship in the sixteenth century and semaphore, a system where a person holds two flags that can be seen from some distance away, invented in the late eighteenth century.

Postal systems have also developed to take many forms. As early as 500 BC, the ancient Persian emperor Cyrus could send messages over 3,200 kilometres, from one side of his empire to the other in just ten days using established posting stations; at these stations men and horses would be waiting to carry and deliver the messages. 1,500 years later in eleventh century Baghdad, the pigeon post was invented. Modern postal services began with invention of the penny black, the first postage stamp that appeared in 1840.

## **TEXT B: *Later forms of communication***



The modern age began in the nineteenth century with the invention of the telegraph in 1838 by Samuel Morse, the telephone by Alexander Graham Bell in the 1870s and radio by Marconi in 1895. With these inventions, human messages could be sent in seconds from one continent to another. They revolutionised communications.

The twentieth and twenty-first centuries have seen extraordinary developments. After the invention of radio, television came along in 1926. In 1965 the first communications satellite was established in space and this allowed television and radio stations to broadcast around the world without the need for relay stations on the ground. Computing technology has also developed enormously; originally computers took the form of huge machines occupying entire rooms whereas present-day personal computers (PCs) are much smaller and can be placed on a desk or one's lap. The company Apple introduced one of the first personal computers in 1976. Personal computers use microprocessors and these have been adapted and shrunk in size over the years to allow for the development of mobile phones.

The introduction of the PC led to the development of the Internet in the 1980s, allowing computer users anywhere in the world to communicate with each other. Then came the World Wide Web in 1991 which allowed computer users access to all kinds of documents and information.

The most recent developments in mobile phone technology are 3G phones, such as the iPhone, which finally bring together written communication (dating back to clay tablets), spoken communication (dating back to whistling across valleys), and signal technology (dating back to smoke signals and flags).

At the end of this impressive journey, we can only ask, *what next?*



### The History of Communications

200,000 BC
30,000 BC
4000 BC
500 BC
100 AD
11th century AD
1440
16th century
early 17th century
1838
1840
1870s
1895
1926
1965
1975
1980s
1991
2005

**3 Work with another pair and discuss these developments.**

- a** Is there any information in the timeline that you already knew?
- b** Is there any information you find interesting or surprising?
- c** What do you think are the most significant developments?
- d** Which of these forms of communication do you use?
- e** What do you think are going to be the next important developments.

**B2.2 Language focus: Talking about past events**

When we talk about inventions, we often use the passive. When talking about the history of inventions we may need to use a variety of past verb forms in the passive, for example: past simple, past continuous, past perfect and present perfect.

Compare these sentences:

- Human speech **developed** 200,000 *years* ago. (active)
- The first writing system **was developed** *around* 4000 BC. (passive)

**1 Complete these sentences using the correct form of the verb in brackets: active or passive, past or present.**

- 1** Once people \_\_\_\_\_ (start) writing on papyrus, they \_\_\_\_\_ (stop) using clay tablets.
- 2** Soon after flags \_\_\_\_\_ (first use) to send signals between ships, the first newspapers \_\_\_\_\_ (appear).
- 3** Long before the first postage stamp \_\_\_\_\_ (appear), the ancient Persian emperor \_\_\_\_\_ (able to send) messages across his empire very rapidly.
- 4** More or less as soon as the personal computer \_\_\_\_\_ (invent), the development of the Internet \_\_\_\_\_ (start).
- 5** The World Wide Web \_\_\_\_\_ (could not invent) without the Internet.
- 6** Although whistling across valleys is an ancient form of sending messages, it \_\_\_\_\_ (still use) in the Canary Islands.

**2 With your partner make three other sentences commenting on two of the forms of communication in your timeline.****3 Complete these sentences about different kinds of inventions. You may need to carry out some research using the Internet or library resources to help you complete them.**

- 1** Before the wheel was invented, people had to ...
- 2** Many developments in human history have occurred in the same way in different parts of the world. For example pots ...
- 3** The invention of the internal combustion engine ...
- 4** Air travel began with balloons, but did not become commonplace until ...
- 5** On the whole, the invention of computers ...

**4 Work with a partner to make three more sentences about different inventions.**



## B2.3 Speaking: Game – Sorry, what do you mean?

**1** In A1.8, you practised the language of discussion. Revise some of the expressions to:

- give an opinion
- say you don't have an opinion
- try to change someone's opinion
- ask someone's opinion
- interrupt
- agree
- partly agree
- disagree
- reach a conclusion.

**2** In the box below there are expressions which are used for asking for clarification (asking someone to explain what they have said) and explaining what you mean. Put the expressions in the correct column of your table.

Asking for clarification	Explaining what you mean

- *I'm sorry I'm not quite with you.*
- *What I mean is ...*
- *Sorry, what do you mean?*
- *Let me put it another way.*
- *What I'm trying to say is ...*
- *Excuse me, but I didn't understand what you were saying.*

**3** Work in a small group and play a game. Follow these instructions.

- Student A chooses a topic from the list below and starts talking about it.
- The other students have to interrupt and ask for clarification using a suitable expression.
- Student A has to explain what he or she has just said.
- When Student A has finished talking about their topic (for a maximum of two minutes) another student chooses a different topic.
- Continue in this way until all the topics have been used.

Topics:

- mobile phones
- television
- taking photographs
- family life
- learning English
- Ethiopia
- taking exams
- the African Rift Valley
- the history of communications
- computers.



## B2.4 Writing: A report

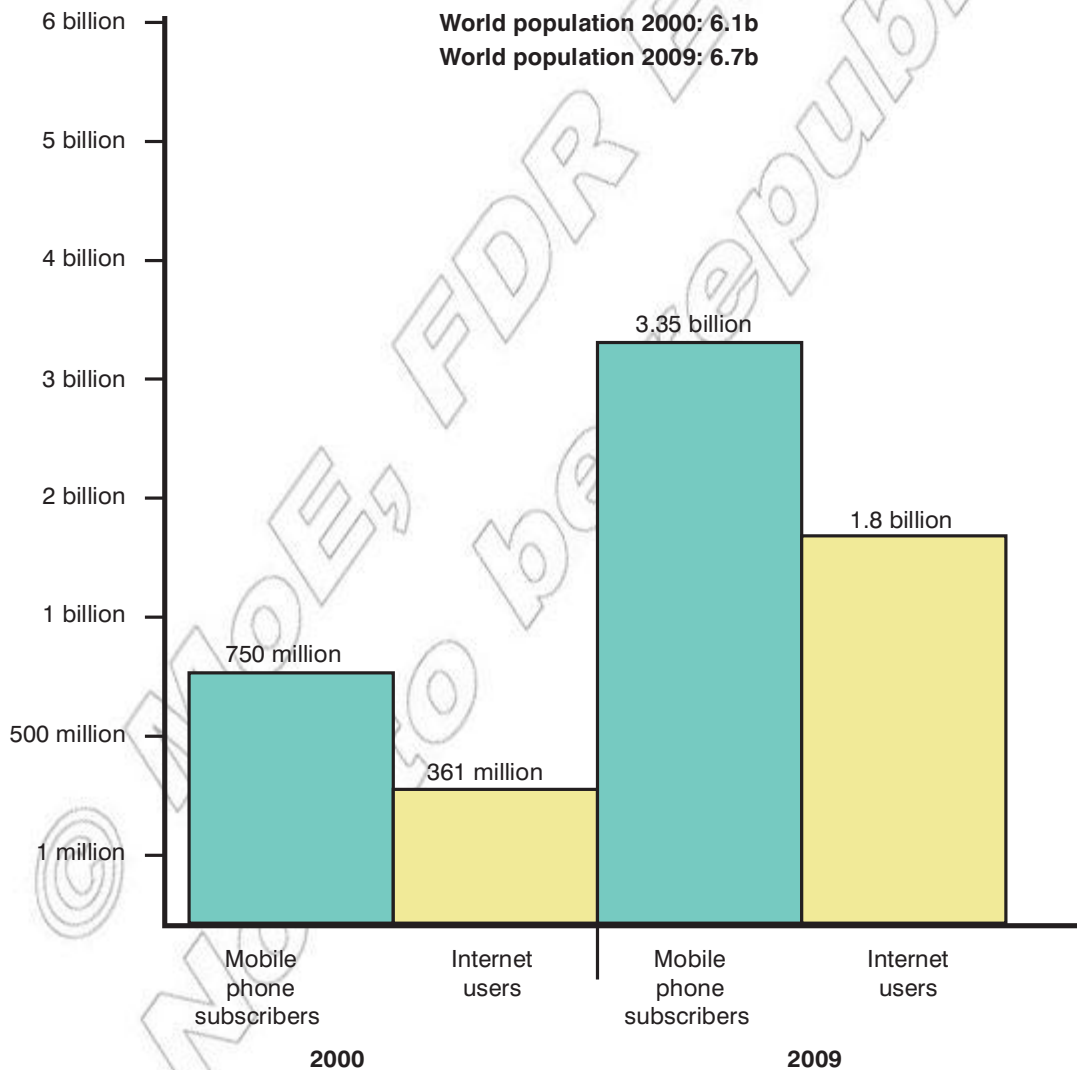
- 1** Look at the graph below and in a small group, discuss the information it shows. Before you start, study the language in the box.

### Describing trends and comparing data

- In 2000 the number of X was far/ a little greater/smaller than the number of Y.
- The number of X has risen/fallen dramatically/slightly since Y.
- It seems likely that in the next W years the number of X will continue to grow/fall sharply/steadily/slightly, while the number of Y will continue to ...
- Growth in the number of X will probably flatten out/stabilise/slow down when ...

Use this language to describe the information in the graph.

- 2** Write a short report, of two or three paragraphs, about the information in the graph. Include your predictions of how these trends will continue in the future.



The number of Internet users and mobile phone subscribers world-wide 2000–2009



## B2.5 Speaking: The advantages and disadvantages of communication

**1 Work in a group. You are going to discuss the advantages and disadvantages of one of these methods of communication. Your teacher will tell you which of these methods your group is to discuss.**

- mobile phones
- email
- letters
- face-to-face conversation.

**2 Follow these instructions.**

- 1 Brainstorm some ideas. You have four minutes to come up with a list of the advantages and disadvantages of your method. Appoint a secretary in the group to write your ideas in two columns on a piece of paper.
- 2 Pass your piece of paper to another group. You have four minutes to read the ideas of the other group, discuss them and add some more points.
- 3 After four minutes, pass the list to another group and repeat the previous task until your group has discussed all four types of communication.
- 4 Prepare to present your group's final list to the rest of the class. One member of the group should present the advantages and another member should present the disadvantages.
- 5 Each group makes their presentation to the class.
- 6 Try to reach a class consensus about which is the most effective communication method.



## B2.6 Listening: Intercultural communication

Thanks to mass air travel people are constantly on the move from one part of the world to another. Within countries too, people move about far more than they used to. In our daily lives we are frequently brought into contact with people who are not from our area: it may be someone from another country, or from a different part of our own country.

Communication with people from different places is called intercultural communication. It can be enjoyable and interesting but it can also cause problems: visitors or newcomers may find themselves up against all kinds of barriers, which make communication difficult.

**1 Work in a small group. Discuss the kinds of barriers to communication you think a newcomer to an area may face.**

**2 Listen to your teacher reading a text on this topic and make notes of the main issues.**

**3 Compare your notes in your group.**

**4 Make a group list of barriers to intercultural communication.**

- Include the points from the listening text.
- Add your own ideas.
- Organise your ideas into categories.
- Make a mind map or poster of your ideas.

**5 Present your mind map or poster to the rest of the class.**



## B2.7 Reading: A poem

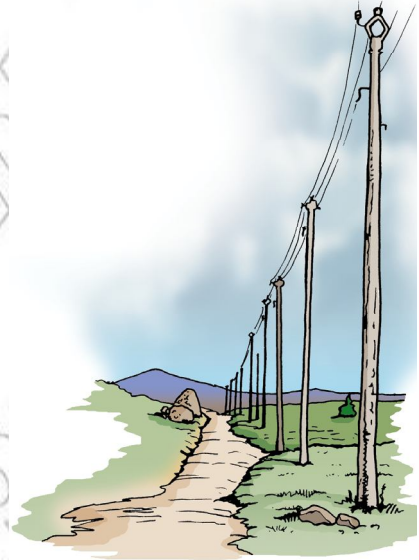
Landline telephones are connected by cables. The cables are copper wires. You can see them in the air, held up by telegraph or telephone poles. This poem was written by an American poet about one hundred years ago, during the First World War, a long time before mobile phones came along. It is about telephone cables and the messages they carry, which reflect the time at which it was written.

### Under a Telephone Pole

I am a copper wire slung in the air,  
 Slim against the sun I make not even a clear line of shadow.  
 Night and day I keep singing – humming and thrumming:  
 It is love and war and money; it is the fighting and the tears, the  
 work and want,  
 Death and laughter of men and women passing through me,  
 carrier of your speech.  
 In the rain and the wet dripping, in the dawn and the shine  
 drying,

A copper wire.

By Carl Sandburg



#### 1 Find words in the poem which mean the following:

- thrown carelessly
- a low, continuous sound
- water falling in small drops

#### 2 Discuss the answers to these questions with a partner.

- 1 Who does the poem seem to be written by?
  - a Someone looking at the telephone wire.
  - b Someone remembering what the telephone wire looks like.
  - c The telephone wire itself.
- 2 Why doesn't the wire make a clear shadow?
- 3 What does the poet mean when he talks about the wire 'singing'?
- 4 What kinds of messages does the wire carry?

#### 3 With your partner, practise reciting the poem.

#### 4 Write your own version of the poem.

Your own version of this poem can be close to the original, for example you can simply change lines 4 and 5. Or, you can begin again with a new first line, such as *I am a mobile phone*.

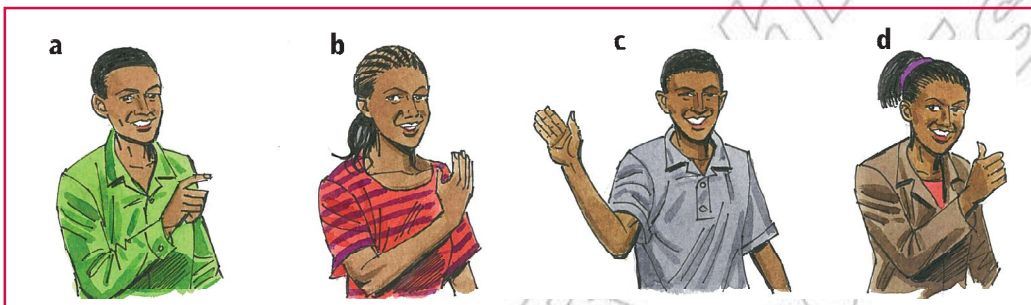


**B2.8 Study skills:** Non-verbal communication

**A** Body language and facial expressions

People can communicate without speaking at all. In A2.2 we used mime as a form of non-verbal communication. The use of body language and facial expressions can convey precise meanings and specific feelings. Different types of non-verbal communication can be used in response to certain situations or verbal statements. For example, certain facial expressions can be used to show that we are listening to what someone is saying, showing them that we are paying attention. Non-verbal communication can also be used to make oneself understood when communicating with someone who speaks a foreign language.

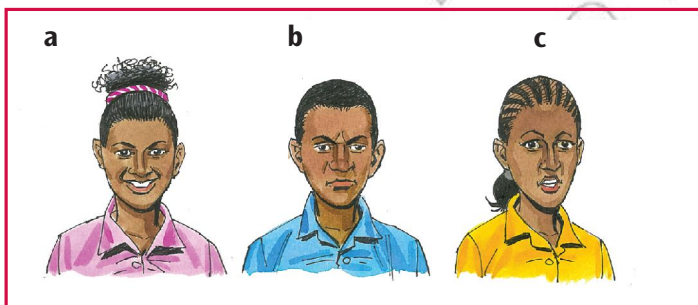
**1** Work with a partner. Identify the meanings of these gestures.



**2** Demonstrate the following and discuss what they mean and say when they are used.

- shrugging your shoulders
- nodding your head
- shaking your head

**3** Discuss the feelings conveyed by these facial expressions.



**4** Demonstrate the following and discuss what they mean and when they are used.

- stamping your foot
- resting your chin in your hands
- lowering your head and cover your face with your hands

**A word of warning!** Much of this body language is widely used throughout the world. However, some facial expressions or gestures can have different meanings in different cultures and may cause confusion, or even offence.

**5** Discuss and demonstrate examples of body language widely used in Ethiopia.

**B** Intonation

When we speak our *tone of voice* (or *intonation*) expresses how we feel about what we are saying. When we listen to others, we need to understand the feelings that speakers are expressing through their tone of voice. Tone of voice plays an important part in communication.

**Questions**

- Questions that begin with a *Wh-* word usually have a falling intonation, for example:

What is the capital of Nigeria?

- A falling intonation means that the speaker's voice falls at the end of the sentence.
- Usually, a rising intonation is used to indicate that the speaker is asking a question, for example:

Have you seen my key?

He's arriving tomorrow?

When?

**Politeness and rudeness**

- You can ask for something politely with a rise- fall- rise at the end of your request, for example:

Could you turn the radio down?

- A request made with a final fall sounds quite rude, for example:

Could you turn the radio down?

**Strong feelings**

- The stronger our feelings, the greater the range of our intonation. We can communicate enthusiasm, happiness, surprise as well as hate and anger with a high fall, for example:

I hate you! I love you! Oh no! That's great!

**1 Work with a partner. Practise asking these questions with a falling intonation.**

- What's happening tomorrow?
- What time are you going home?
- Where is Freetown?

**2 Make these requests politely and rudely.**

- Could you tell me the time, please?
- Where is the entrance?
- Could you direct me to the Principal's office?

**3 Ask and answer questions.**

- Student A asks the questions below.
- Student B answers each question with a different attitude (for example, enthusiastically, angrily, joyfully, rudely).
- Student A guesses the attitude.
- Student B then asks the questions, Student A responds and Student B guesses the attitude.

**1** Question: *How are you?*

Answer: *I'm fine*

**2** Question: *What's the time?*

Answer: *It's quarter past three.*

## Unit 2 Communication

- 3 Question: *Where's Amina?*  
Answer: *She's gone home.*
- 4 Question: *How was the party?*  
Answer: *It was all right.*
- 5 Question: *When are you leaving?*  
Answer: *We haven't decided yet.*

- 4 **Work in the same way, but this time ask questions that only require one answer, such as yes, no, sorry, okay. Each time the answer should be given using different intonation.**

**Example:** *Student A: Are you ready for lunch?*

*Student B: Yes! (Happy)*

*Student B: Are you ready for lunch?*

*Student A: Yes! (Angrily)*

### B2.9 Assessment

#### 1 Listening

Your teacher will read a text about forms of communication which use digital technology.

- a Before you listen, read the sentences below and predict the best way to complete them.
- b Listen to the text, check your answers and change them if necessary, according to the information you hear.
- 1 Digital technology ...
- a appeared after 2000.
  - b has not come to Africa.
  - c is used with both old and new kinds of gadgets.
  - d has not yet had a significant effect on our lives.
- 2 The difference between digital and analogue technology is ...
- a digital uses chips, analogue uses tiny computers.
  - b digital stores information on tape or film, analogue uses books.
  - c digital transmits data in a positive state, analogue in a non-positive state.
  - d digital uses the binary system, analogue uses alternating physical quantities of electricity.
- 3 Computers are used ...
- a mainly by businesses for finding information on the Web.
  - b by most people for storing information and doing accounts.
  - c mainly by ordinary people and businesses in Internet cafés.
  - d by businesses in many ways, by ordinary people, mainly for the Internet.
- 4 Internet cafés ...
- a are found only in remote areas.
  - b are the only way to access the Internet.
  - c are useful for people who don't have a computer.
  - d bring information to schools which don't have libraries.
- 5 Mobile phones are ...
- a not used by poor people.
  - b often rented for short periods.
  - c more expensive than landlines.
  - d more reliable than landline telephones.

#### 2 Writing

Your teacher will assess the essay you wrote on ICT in education in A2.12.