

Before you start ...

- What comes to mind when you hear the word "communication"?
- Discuss the ways in which education helps a person develop.

Listen, read and talk about ...

- means of communication
- facial expressions
- styles of communication
- dress norms
- body language
- languages
- the Internet
- ways of speaking
- communication technology
- education
- school subjects
- jobs in education
- learners
- university life
- home schooling
- e-books
- literacy

Learn how to ...

- talk on the phone
- introduce news
- express surprise
- encourage sb to continue
- ask for/promise discretion
- speculate
- evaluate
- suggest alternatives
- debate
- give an opinion
- interrupt

Phrasal verbs

- act
- break
- come
- call

Write ...

- articles expressing your opinion
- essays expressing your opinion
- letters expressing your opinion
- letters/articles making suggestions

Practise ...

- present/past tenses
- modal verbs
- conditionals

Getting the Message Across



Lead-in

1 What is 'good communication'? Rank the following according to how important you think they are. Compare your answers with a partner.

- 1 getting the message across quickly and efficiently
- 2 developing an interesting exchange of ideas
- 3 using language correctly
- 4 having time to think before you speak
- 5 being able to express your feelings

2 In what situations would you use the means of communication shown in the pictures?

I would write a letter if I wanted my message to be warm and personal.

3 Match the following to one or more of the photographs, then make sentences, as in the example.

- 1 intrusive/be disturbed when trying to relax E
- 2 personal/take time to express yourself
- 3 slow/take weeks to reach destination
- 4 efficient/be reached wherever you are
- 5 versatile/send sound or pictures
- 6 impersonal/not communicate meaningfully
- 7 artistic/use customised paper/handwriting personal
- 8 limited/only send brief messages

I believe mobile phones can be intrusive because you can be disturbed when you're trying to relax.

4 a. Read the following headlines and guess the content of each report.

- 1 **WEB EARTHQUAKE CHARITY RAISES £4M OVERNIGHT**
- 2 **INTERNET NOT SECURE ENOUGH, SAY BANKERS**
- 3 **150-YEAR-OLD TECHNOLOGY SAVES STRANDED FISHERMEN**
- 4 **E-MAILS TOO IMPERSONAL TO COMPETE WITH PHONES**

b. Now listen to four extracts from news programmes and complete each sentence with a short phrase.

- 1 The Internet community showed great when asked to help the earthquake victims.
- 2 Financial transactions which are can go wrong because of network failures.
- 3 The fishermen used a morse radio to send out a
- 4 Research showed that people value the speech provides.

5 **THINK!** Discuss the following quotations.

"The more elaborate our means of communication, the less we communicate."
Joseph Priestley (British political theorist)

"Good communication is as stimulating as black coffee and just as hard to sleep after."
Anne Morrow Lindbergh (US author)

- Write a paraphrase of each quotation.
- Say whether you agree or not, and why.



- 6 a. You are going to read a passage about Morse telegraphy. Before you read, look at the following words and phrases which have been taken from the passage. In what context might they be mentioned?
- back-up plan • short and long tones • tedious procedure • dying art • distress calls • military services
- b. Think of three things you would like to know about Morse telegraphy.
- 7 Skim the article to see if your questions were answered. What is the topic of each paragraph?
- 8 Read the passage and answer the questions that follow (1-6), choose the answer (A, B, C or D) which you think fits best according to the text.

Dots and Dashes Still Alive

In orbit high above Earth, a multi-billion-dollar formation of communications satellites stands ready to instantly connect pilots, seamen and all kinds of navigators to every available aid when they find themselves in an emergency. But what if the communication computers on board these ships and aircraft started acting up or even broke down? The world could go **silent**, and leave travellers groping around for directions. Not to worry. There is a backup plan, using technology that was invented in 1835. It's Morse code, the language of dots and dashes that has survived the assault of higher technology for a century and a half.

Named after its inventor, Samuel F B Morse, the code is a series of combinations of short and long tones (dots and dashes) representing letters of the alphabet that can be transmitted manually by a key operator. A telegrapher combines the dots and dashes to form letters and words. It is a seemingly **tedious** procedure, but **skilled** operators can transmit and receive faster than most secretaries can type. The fastest Morse transmission ever recorded is an amazing 84 words per minute, sent by an operator named T L McElroy in 1951.

Morse telegraphy may seem like a **quaint anachronism**, with its brass sounder and key operated by the world's most **basic** tool, the human finger. However, it is sometimes vital to worldwide communications. When the Mexico City earthquake occurred in 1985 and all the power **went off**, calls for help were transmitted in Morse by an amateur radio operator. "We see the Morse code as a dying art, but we refuse to let it die completely," says Major General Leo M Childs, the US Army's Chief Signal Officer. "Newer isn't always better. Even though it is old and slow, Morse is still the most **reliable** in difficult conditions."

Every merchant vessel bearing the US flag must carry a radio officer who can both transmit and receive Morse code. Under US law, the officer must spend eight hours every day at sea monitoring the radio for Morse distress signals. Should you ever find yourself adrift at sea in a lifeboat launched from a sinking passenger cruise ship, it will be equipped with a single communications device: a Morse transmitter that automatically signals a distress call, but is also equipped with a keyboard in case you happen to know Morse code. Perhaps the best-known bit of Morse code is the call for help – SOS. In the code, these letters form a **distinctive** pattern (dot dot dot, dash dash dash, dot dot dot) easily recognised in an emergency.

The enduring use of Morse telegraphy is the **legacy** of a burst of industrialisation in 19th-Century America, when the railway and telegraph developed side by side. Most of those railway telegraph lines were used well into the mid-20th century, well after radio, television and computers became commonplace. Until 1985, the Milwaukee Road had a Morse telegraph line between Milwaukee and La Crosse that was used **routinely** to **relay** orders to train crews. This Milwaukee operation was **shut down** quietly in the late Eighties. In many other countries, however, railway Morse is still used.

The military services continue to be the most serious users of Morse telegraphy. While billion-dollar satellites and sophisticated ground networks are good in theory, such communication systems can **break down** on the battlefield. As a matter of **prudence**, the Army keeps a functional Morse capability. Morse code signals require much less broadcasting power to transmit than voice messages. In addition, even an unclear Morse signal can be interpreted, whereas a **distorted** voice transmission is **virtually** useless. The Army annually trains about 2,800 men and women in Morse code for a variety of signal jobs in infantry, artillery, intelligence and even Special Forces. A Morse transmission will get through when all else fails, and especially in military conflicts, "he who communicates first, no matter how primitively, will **come out on top**," says Major General Childs.

In that case, retired railway telegraph operators will probably **take over** the world. Each evening, the amateur radio waves come alive with the Morse transmissions of the retired operators known among themselves as 'old heads'. "I get on the air and use the code every night to chat to other old heads," says Craig Becker, the retired Milwaukee telegraph operator who received the railway's final telegraph message in 1985. "There are a lot of telegraphers around. Every night you hear them pecking." Experienced Morse operators say the code is not so much a **clatter of sounds** as a language, because operators don't hear dots and dashes. "You can sit back and hear a conversation," says Becker.

When Morse inaugurated the telegraph service in 1844, he wired from Baltimore to Washington the now-famed message: "What hath God wrought!" Ever since, the death of Morse code has been predicted regularly. However, although the telegraph has **receded from public view**, experts say that they cannot envision an end to its use any time soon. "I can carry a very small Morse key in my pocket and transmit around the world," says Burke Stinson, a public relations man for American Telephone & Telegraph Co. "I don't think you will ever see Morse code die. It is going to be difficult to find another method that is as **flexible** and reliable."

STRATEGY POINT

Get the gist by looking at the title and skimming the text. Read the question stems (rather than the choices) carefully. Read the passage thoroughly, underlining the parts of the text which are relevant to the questions. Select your answer to each question. Bear in mind that answer choices which reproduce sentences or long phrases from the text are usually distractors.

Some traps to watch out for:

- Some wrong choices are generally true statements, but they don't answer the question.
- Some wrong choices are almost correct, except for one word (e.g. an adverb like 'always').

- The reason the writer mentions the possibility of satellite-based communication systems failing is to**
 - underline the importance of a reliable alternative.
 - suggest that satellite communications are unreliable.
 - emphasise the drawbacks of satellite communications.
 - compare Morse to communication satellites.
- The process of communicating using Morse code**
 - involves more than transmitting tones.
 - is tedious even for experienced users.
 - is not as laborious as people think.
 - is simple enough for anyone who can type.
- In the third paragraph, the writer implies that the use of Morse code is**
 - old-fashioned, but attracts many enthusiasts.
 - only useful to the armed forces and some hobbyists.
 - being revived by amateur radio operators.
 - often the only way to communicate during a crisis.
- In the fifth paragraph, the writer**
 - implies that Morse telegraphy developed faster than the railway.
 - implies that Morse has survived for so long because of the railway.
 - suggests that the railway developed because of Morse telegraphy.
 - explains why Morse telegraphy eventually became redundant.
- The American military**
 - needs simple communication methods.
 - has recently neglected its Morse capability.
 - allows its forces some Morse equipment.
 - offers training for recognising distorted Morse.
- The first message to be transmitted in Morse code**
 - symbolised the code's flexibility.
 - was used for commercial purposes.
 - took a long time to reach its destination.
 - was sent by Samuel Morse himself.

Follow-up

- Read the text again and underline any words associated with *communication*. Make sentences using the *verbs*.
 - Explain the words/phrases in bold from the text, then use them in sentences. Use a dictionary if you wish. Suggest synonyms for the highlighted words.
- Underline the word or phrase which best completes each of the sentences below.
 - The old man **groped around/searched about** the dimly-lit room for his slippers.
 - I wanted to get up and leave because the speech was so **tedious/strenuous**.
 - Good letter writing is fast becoming a **rare thing/dying art**.
 - The sailor was **adrift at/out to** sea for four days before he was rescued.
 - The sinking ship sent out a distress **message/ call**.
 - The secretary busily **pressed/pecked** away at the keyboard of her word processor.
- Read the table and answer the following questions.

STRATEGY POINT

- When you are asked to explain the meaning of a phrase (as in questions 1 and 3 below) or to locate and reproduce information from the passage (as in question 4 below), do so in your own words and not by repeating words or phrases from the text.
- With back-reference questions (like question 2 below), bear in mind that you may be looking for a noun or a whole clause (e.g. "it" might refer to "the fact that Japanese is difficult to learn").

- What does the writer mean by saying that Morse code "has survived the assault of higher technology for a century and a half" (lines 14-15)?
- What does the word 'it' refer to in the phrase "It is a seemingly tedious procedure" (lines 21-22)?
- What does the writer mean by saying that the military are "the most serious users of Morse telegraphy" (lines 59-60)?
- What are the two major advantages of Morse transmissions over voice transmissions, as discussed in paragraph 6?

Facial Expressions

12 The following verbs are used to describe facial expressions. Match them to the pictures. Why do you think the people in the pictures feel the way they do?

- beam • glare • smirk • frown • wince • grimace



The man in photograph A is glaring. He may be having an argument with someone.

Styles of Communicating

13 a. Match verbs from list A to adverbs from list B to make collocations. There may be several possible combinations.

- A: pause retort cheer smile
 instruct (sb) comfort sb shrug

- B: angrily gently abruptly firmly
 diplomatically indifferently enthusiastically

pause – abruptly / diplomatically / angrily

b. *Chain story.* Take it in turns to continue the story below using verb-adverb combinations from Ex. 13a.

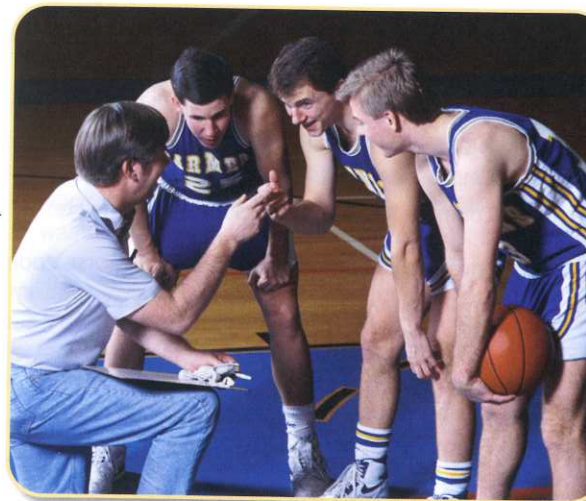
Paul Smith had been briefing his colleagues for about five minutes when he paused abruptly.

Collocations

14 a. Fill in : *information, language, report, discussion, conversation, speech, words*

- a dead, colloquial
- b damaging, informative
- c animated, heated
- d kind, profound
- e political, rousing
- f confidential, pertinent
- g informal, intellectual

b. Use one adjective from each pair to complete each of the sentences.



- 1 The coach gave a speech to his team as they prepared for the game.
- 2 The students had a(n) discussion on text messaging, which is one of their favourite pastimes.
- 3 Despite his lack of formal education, he was perfectly capable of engaging in conversation.
- 4 You must avoid using language when writing a university essay.
- 5 Thank you for your words, but I really feel that Ian also deserves some praise.
- 6 The factory was closed down after the publication of the report.
- 7 I'm sorry, but I am really not at liberty to reveal such information.

Cloze texts

15 Read the extracts and choose the most suitable word to fill in each gap. Consult a dictionary if you wish. What is each text about? Where could you read it?

A

Supraphonic CORDLESS PHONE

First locate the grey twin cable and **1)** it into your wall mounted telephone **2)** Next, insert the auto-rechargeable battery into the **3)** in the back of the telephone. Place the **4)** on the telephone base and look at the electronic **5)** at the top right. It should read 'ready to connect'. **6)** '000' using the telephone **7)** After a few seconds, you should see the message 'ready' on the telephone. Your cordless phone is operated in the same way as a **8)** phone.



- 1 A thrust B plug C check D push
- 2 A catch B section C nook D jack
- 3 A niche B gap C void D compartment
- 4 A receiver B headset C handle D recipient
- 5 A screen B reel C display D picture
- 6 A Phone B Call C Form D Dial
- 7 A controls B keypad C dialler D switchboard
- 8 A usual B common C conventional D typical

B

MR MOORE

What made Sandra fear Mr Moore the most was neither his **1)** appearance nor his **2)** manners. Rather, she was terrified by the way he would suddenly materialise out of nowhere. He'd suddenly be standing there, often **3)** at her with what could equally well be silent contempt or hatred. He would **4)** an instruction and, after **5)** at her menacingly for a few seconds that always seemed like eternity, he would disappear into his office again.

- 1 A stern B severe C firm D fixed
- 2 A rash B careless C abrupt D sharp
- 3 A scowling B jeering C simpering D growling
- 4 A munch B mumble C muddle D muster
- 5 A gaping B ogling C glancing D staring



Commonly Confused Words

- 16** Circle the **two** suitable words in bold which best complete each sentence correctly.



- 1 When she saw the spider, she let out a piercing scream / **yelp** / shout / shriek.
- 2 When reading, you have more time to appreciate the shadows / **subtleties** / nuances / tones of meaning than when you're listening.
- 3 It is sometimes difficult to **absorb** / interest / capture / comprehend all the necessary information if someone is talking too fast.
- 4 Some people like the straightforward / shortcut / **modest** / minimalist style of Internet conversations.
- 5 Her novel wasn't bad but her **verbose** / long-winded / elongated / stretched-out style bored me at times.
- 6 She **mumbled** / muttered / stuttered / spluttered something under her breath about being bored and walked out of the lecture hall.
- 7 His **tendency** / pitch / expression / tone was sarcastic; he obviously thought very little of his colleagues.
- 8 I have read through his work and I haven't found any **clear** / clean / hard / striking examples of a text which is hard to understand.



Prepositions (Appendix 1)

- 17** a. Fill in **on** or **about**, then make sentences.

1 argue sth; 2 be intent sth; 3 boast sth; 4 lecture politics; 5 lecture sb his bad habits; 6 act sth; 7 experiment sth; 8 insist sth; 9 be excited sth; 10 comment sth

- b. Fill in **for** or **from**, then make sentences.

1 fear of sth; 2 sb's sake; 3 time to time; 4 the time being; 5 memory; 6 take granted; 7 now on; 8 sure

- c. Fill in **on** or **in**, then make sentences.

1 the premises; 2 duty; 3 an island; 4 recession; 5 the name of; 6 leave (=not at work); 7 jest; 8 strike

→ Idioms

18 Match A to B to make idiomatic phrases. Then use the phrases to complete the sentences that follow.

A	B
mince my	of mouth
a man of	in on a secret
paint a	words
by word	small talk
speak your	few words
let you	of the town
making	cheap
hold my	pretty picture
the talk	mind
talk is	tongue

- 1 He tries to *paint a pretty picture* of being an actor, but he's been unemployed for six months.
- 2 If you can promise to be discreet, I'll
- 3 I'm not going to
– I think your behaviour was absolutely disgraceful.
- 4 Let me show you how the fax machine works rather than talk about it. After all,
- 5 I was very angry with him, but I decided to
..... because he's very old.
- 6 The local boy who won the National Lottery is
- 7 On the rare occasions Arnold speaks, he never says much; he is
- 8 We spent most of our date talking about the weather, and generally
- 9 Feel free to about the proposal; I value your opinion, even if you disagree.
- 10 This restaurant doesn't advertise; its reputation has grown alone.

19 a. Choose a word to complete the following sentences and explain the idiomatic phrases in bold.

- 1 The letter doesn't mention Bob's name, but when you **(look/read) between the lines** you can tell it's about him.
- 2 It's been such a long time since I saw Jo; I'm dying to **(catch/reach) up with her news**.
- 3 I've really enjoyed my visit. If you ever come to New York, **(send/drop) me a line** so I can return the hospitality.
- 4 She had that man's name **on the tip of her (mouth/tongue)**, but she couldn't remember it.
- 5 Everyone in the office knew about her illness; **bad news (spreads/travels) fast**.

b. Choose five idioms from Exs 18 & 19 and write sentences of your own.

He's not a man to mince his words; he'll tell you if he thinks the idea's no good.

→ Phrasal Verbs (Appendix 2)

20 Fill in the gaps with an appropriate particle, then explain the meaning of the completed phrasal verbs.

- 1 My computer has been **acting** lately. It keeps crashing.
- 2 The signal started to **break** and then the radio went dead.
- 3 Negotiations between the two organisations appear to have **broken**
- 4 Communication often involves performance: that is, the **acting** of the roles of transmitter and receiver.
- 5 A computer at the main telephone exchange has **broken**, causing a lot of problems.
- 6 The operator **broke** our conversation to tell me I had an emergency call.
- 7 She **broke** in mid-sentence when she heard someone enter the room.
- 8 Several leading members **broke** from the party and set up an independent parliamentary bloc.
- 9 The flu epidemic which has **broken** in Asia and Europe is caused by a new type of virus.



→ Fixed Phrases

21 Rewrite the following sentences using a fixed phrase containing the verbs **act** or **break**. Use the words in brackets.

- 1 Mary told her brother to stop behaving so childish. (**age**)
.....
.....
- 2 Her sister took her aside to tell her what had happened. (**news**)
.....
.....
- 3 If you want to convince them you really are a tough businessman, you'll have to behave like one. (**part**)
.....
.....
- 4 Although it is not yet making a profit, the company does not owe any money. (**even**)
.....
.....
- 5 We were told not to communicate by radio except in an emergency. (**silence**)
.....
.....

Telephone Conversations

22 a. Listen to five extracts from telephone conversations and match them to the situations.

Call 1	leaving a message
Call 2	making a booking
Call 3	returning a call
Call 4	taking a message
Call 5	cancelling an arrangement

b. Match the sentences to the phone calls (1-5).

- What can I do for you?
- I'm afraid I can't make it.
- I'll be at work for another couple of hours.
- Sorry I couldn't talk earlier.
- I'll be with you in a moment.
- That's a pity.
- He should be back any minute now.
- I'll pass that on for you.
- Give me a ring when you get a chance.
- How may I help you?

c. Act out the following telephone conversations, using some of the phrases above.

- make an appointment with your doctor
- return a telephone call from your boss
- cancel a lunch date with a friend
- leave a message on your home answering machine

A: Stairhill Medical Centre – how may I help you?

B: Hello. I would like ...

Gossip

23 Below are boxes which contain useful language for giving and reacting to surprising news.

Introducing a Piece of News

- You'll never believe this ...
- Did you hear about ...?
- You'll never guess who ...
- Have you heard that/about ...?

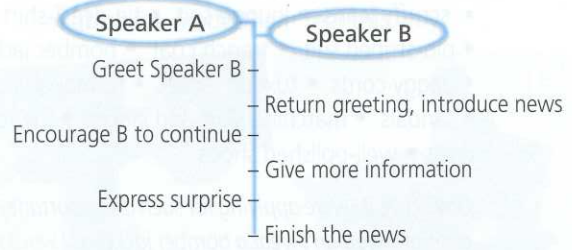
Expressing Surprise

- Are you serious?
- You're joking!
- Are you having me on?
- You've got to be kidding!

Encouraging Somebody to Continue

- Go on ...
- I'm all ears ...
- Okay, tell me more!
- And then what?

In pairs, use language from the boxes and follow this outline to act out dialogues about the situations described below.



- A mutual acquaintance of yours is getting married to a famous pop star.
- A boy you haven't seen since primary school has announced that he is going to run for Parliament.

A: Hi, Jenny.

B: Oh, hi, Bob. Listen, you'll never guess who Susan's getting married to!

B: Okay – tell me more!

A: Well, Helen tells me that she's getting married to ...

B: Are you serious? ...



Asking for / Promising Discretion

24 With a partner, act out dialogues based on the following situations. Use phrases from the boxes in Ex. 23, as well as from the boxes below to ask for and promise discretion.

Asking for Discretion

- Can you keep a secret?
- Keep it under your hat.
- Let's keep this between ourselves.
- Mum's the word.

Promising Discretion

- We never had this conversation.
- I won't tell a soul.
- My lips are sealed.
- I won't breathe a word.

- Your supervisor has inherited a million pounds. He has asked you not to tell anyone, but you just have to share it with your closest colleague.
- You overheard a conversation at school about your teacher retiring. Tell your best friend, but make sure he keeps it a secret.
- A person you both know is going to marry someone without his/her parents knowing. Discuss it with your neighbour, but make sure the news doesn't spread.
- A neighbour has been arrested for tax evasion. Tell your friend in strictest confidence.