

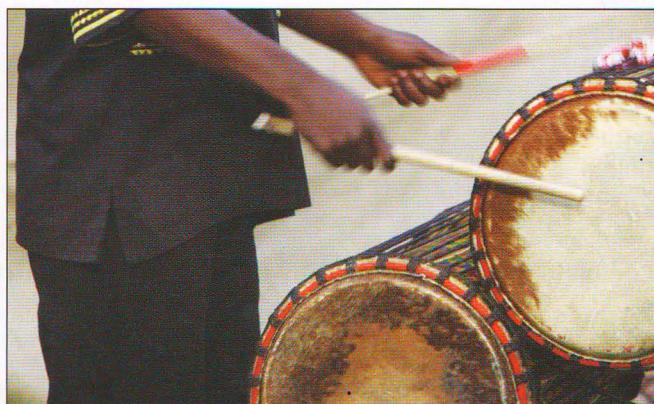
UNIT 3 Communication

In this unit, you will:

- look at a range of communication methods and their related vocabulary
- study and practise **short-answer** questions
- study and practise more **multiple-choice** questions
- look at **pick-from-a-list** questions.

Getting started

- 1** Look at the three photos of ways of communicating. Where are/were they used? What are the advantages and disadvantages of each method?



1



2



3

- 2** Choose the four most important forms of communication from the list below for:

- 1 you, your friends and family
- 2 the world of business
- 3 the world of education
- 4 people who travel.

fax landline telephones email communication drums internet
 mobile phones letters face-to-face communication Morse code books
 newspapers posters radio public announcements social media

Justify your choices.

- 3** Discuss these points.

- 1 Give two reasons why people might choose not to use some of the means of communication listed in Exercise 2.
- 2 Which of the communication methods in Exercise 2 are likely to still be with us in the year 2100? Give reasons for your answer.

Vocabulary builder 1

Communication vocabulary

- 1** Match words from column A with words from column B, and words from column B with words from column C to form useful expressions about communication.

Examples: business communication, communication breakdown

A	B	C
business	communication	a message
channels of	communicator	breakdown
direct	communicative	door
effective	communicatively	effectively
global	communicate	in sign language
internal	communicating	problems
mass		skills
non-verbal		systems
online		
poor		
regular		
skilled		
successful		

- 2** Complete these sentences with expressions from Exercise 1.

- Not speaking the same language as your customers can lead to **communication breakdown**.
- One thing a(n) can do is to build trust with the other person.
- The key to is to speak clearly and with a smile on your face.
- It's imperative to have good when you work in sales.
- All big companies invest massively in such as video-conference facilities.
- I'm in with every member of my family.
- According to social scientists, about 70% of our message is conveyed by
- Even when relationships between countries are bad, it's important to keep open.
- The ability to is important when you have deaf friends.
- Letter writing has largely been replaced by

Working from context

- 3** Which forms of communication do these sentences relate to?

- I only follow people that follow me, and I never open DMs from people I don't know.
- You're through to Ms Grubshaw.
- There seems to be a problem with the printing mechanism, so you'll have to send it away to be repaired.
- Standing there with your hands in your pockets in an unironed shirt and shoes that have never known polish; what kind of impression do you think you're making?
-
- I only recently found out that by holding down a key for longer, it makes the number appear rather than a letter.
- Use more expensive paper and have your address and contact details printed at the top of the page if you want to make a professional impression.

Spotlight on exam skills 1

Short-answer questions

- 1 Read the questions (which follow the order of the text) and underline key words.
- 2 Scan the text, looking for the key words or synonyms and paraphrases.
- 3 Check the word limit required and stick to it!
- 4 Look at what structure (e.g. plural, verb form, prepositions) is required.
- 5 Make sure you copy words accurately.
- 6 You can write numbers as words or figures (*eleven* or *11*).
- 7 Hyphenated words count as one word.

1 Read this passage, then answer the questions below. Choose NO MORE THAN TWO WORDS from the passage for each answer.

Not just a lot of hot air

There is a revolution going on in Africa; not a political one, but an economic one. The driving force behind this revolution is the humble mobile phone. Once the preserve of the elite (which was also the case in Europe and America not so long ago), the mobile phone is now ubiquitous, as there are over 600 million African subscribers, from Morocco and Tunisia in the north to south Africa, with 93 million in Nigeria alone, putting it at the top of the list. However, others, like Egypt, are not far behind, and changes in sales taxes in Kenya, for example, resulted in a 200% increase of sales in one year. Even this figure does not truly reflect the number of users,

as in rural areas it is common for many people to share a single phone, which explains why researchers claim that around 80% of Africans use mobile phones regularly.

Although many associate the continent principally with areas of business such as farming and mining, both of which do have a long and successful history there, we should not make the mistake of assuming that there is any less business innovation in Africa than in the industrialized nations. The banking industry has been quick to see the potential of increased phone use, and many Africans, notably in Kenya with 8.5 million users, now do their banking via a mobile phone.

- 1 What is the cause of the great change that is taking place throughout Africa?
- 2 Which social class has lost its monopoly of mobile phone use?
- 3 Where do most African mobile-phone users live?
- 4 Where are phones most likely to be co-owned?
- 5 Which area of business has taken most advantage of mobile phone usage?

2 Look at these answers to Exercise 1. Which of them are incorrect, and why? Make any corrections that are necessary.

- | | |
|--------------------|----------------------|
| 1 mobil phone | 4 rural area |
| 2 the elite | 5 farming and mining |
| 3 in Nigeria alone | |

Comments

- 1 Incorrect: Check the spelling – the answer is *mobile phone*.
- 2 Correct
- 3 Incorrect: Check the word limit – the answer is *Nigeria OR in Nigeria*.
- 4 Incorrect: This should be plural – the answer is *rural areas*.
- 5 Incorrect: Answer is wrong (be careful when the question repeats key words from the text, as they are often distractors) and too long – should be *banking / banking industry*.

3 Answer these questions IN NO MORE THAN THREE WORDS.

- 1 What is the topic of the main story in today's news?
- 2 What has been the biggest surprise for you this week?
- 3 What do you most admire about your favourite person?
- 4 How would you improve the educational system of your country?
- 5 What's your main ambition for this year?

4 Find an interesting story in today's news. Make a list of questions that start:

- What ... ? ● Why ... ? ● How ... ? ● To what extent ... ?
- In which ... ? ● According to, ... ? ● Give a reason for ...

How many can you answer in three words or fewer?

Matching headings

5 You are going to read a passage called *Whale communication* on page 35. The text has six untitled paragraphs A–F. Choose the correct heading for each paragraph from the list of headings below (i–ix).

Questions 1–6

List of Headings

- i Musical futures
- ii Sad mystery to solve
- iii Surprising discoveries
- iv The inventiveness of song
- v Singing effects
- vi Threats to survival
- vii Singing for supper
- viii Varieties of song
- ix The significance of song

- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F

6 Choose NO MORE THAN THREE WORDS from the passage for each answer.

Questions 7–12

- 7 What is the length of an individual whale song?
- 8 How far does a whale song carry?
- 9 What sound do whales emit in an effort to locate food?
- 10 What are whales in the same school believed to display through song?
- 11 What innovation enabled whales to be hunted in dramatically larger numbers?
- 12 What measures have been suggested to protect whales?

7 Find words or expressions in the passage which mean the same as the following.

- 1 nearly complete darkness (paragraph C)
- 2 a very short period of time (paragraph C)
- 3 especially (paragraph D)
- 4 have some function (paragraph D)
- 5 start a journey / have the intention of (paragraph E)
- 6 when two objects strike each other with force (paragraph E)
- 7 impressive and inspiring (paragraph F)
- 8 suggest or indicate that (paragraph F)

Whale communication

- A** It is only comparatively recently that we have become aware of the hauntingly beautiful sounds made by humpback whales. The hydrophone, a microphone that can be used in water, was developed by the British scientist Ernest Rutherford, and is particularly good at detecting the presence of submarines underwater. During the Cold War, a Bermudian, Frank Watlington was working for the US government, and it was his job to use hydrophones to listen out for Russian submarines. While he was doing this, Watlington noticed that humpback whales appeared to 'sing'. Later, Watlington's work was taken up by two other researchers, Roger Payne and Scott McVay, who studied the nature of these humpback whale 'songs'. They found that the various sounds produced by the whale formed a song which lasts for about 30 minutes and is then repeated by the whale for hours or even days.
- B** Scientists believe there are two main reasons for whales to make sounds: echolocation, so that the whales know what objects (and perhaps food) are around them; and communication. Whales are capable of communicating to other whales over huge distances. Sound waves travel faster through water (around 1 kilometre per second) than through air, and the sound of a whale can travel thousands of kilometres through the oceans.
- C** Many different species of whale are capable of making noises and some of them (as well as dolphins and porpoises) are believed to use echolocation. Some whales look for food, such as squid, down to a depth of 1.5 kilometres, and at that depth there is virtually no light at all. Without being able to locate their food, the whales are going to go hungry. The whales send out series of clicks and listen out for the echo of the sound. From this, the whale is able to work out what is around it and can respond accordingly. The system whales use is highly complex, but it is similar to the way that you can tell direction of sound. You have two ears and when a sound is made, the sound reaches one ear a fraction of a second before the other. From this information, your brain can work out the direction of the sound.
- D** In addition to echolocation, some whales, most notably the humpback whale, are capable of producing a range of notes which appear to be a form of communication. Humpback whales in one school (as groups of whales are known) tend to sing virtually the same song. Perhaps like football supporters they are demonstrating group identity, showing that they belong to the same school. Other schools, particularly those found in other oceans, sing songs which are quite different. It is also quite likely that the songs play a role in courtship. It is generally the males that sing, so perhaps they are also trying to attract females.
- E** For millions of years, whales have swum in the great oceans of the world and only recently have they had to contend with a predator: man. In the 18th and 19th centuries, many countries had fleets of ships which set out to bring back whales. The 20th century saw the development of factory ships which were capable of killing and processing thousands of whales. In the 1930s, over 50,000 whales were killed annually. It wasn't until 1986 that a moratorium was agreed to stop whale hunting, and scientists hope that the number of whales will recover. So can the whales of the world now cruise about without a care in the world? Sadly not. The growth of trade in the world has meant that there are now more ships, particularly large container ships, than ever before. In fact, the Worldwide Fund for Nature (WWF) says that large numbers of northern right whales are killed in collision with ships. But it is not only the physical danger that ships present. The loud noises of ships' engines are very likely to disturb the whales, and the WWF have called for shipping restrictions in certain areas.
- F** In recent years, there have been many cases of whales dying on beaches. Could the reason for these tragedies have something to do with the noise pollution that these majestic creatures have to live with? There is no definite answer to the question, but it has attracted considerable research, and findings seem to point to man's industrial activities in the ocean. With an ever-growing need for oil, more and more drilling takes place offshore. To assess the likelihood of the presence of oil, seismologists use sonar to work out the underlying geology. The sounds used in such tests are believed by some people to have a highly damaging effect on whales, either simply disrupting their method of communication, or, some scientists believe, actually killing them. With an ever-increasing human population and dwindling resources, whales face an uncertain future. While it is unlikely that we will ever know exactly why whales producing their whale songs, the world will be a much poorer place without them.



Spotlight on language

Tip

When dealing with words you have not seen before, you can often work out their meaning from the context in which they appear and by breaking them up into component parts.

Prefixes

- 1** Look at these words taken from the article on page 35. Without looking back at the text, match the two parts of the word (1–3 to a–c), then match each word to its definition (i–iii).

1 kilo	a metre	i a vehicle which can operate underwater
2 hydro	b marine	ii an instrument which can be used to record sound in water
3 sub	c phone	iii a unit of distance equivalent to one thousand metres

- 2** Use a dictionary to find more words with these prefixes.

1 kilo- 2 hydro- 3 sub- 4 tele- 5 bi- 6 post- 7 pre-

Keep a list of new words with these prefixes in your notebook.



Spotlight on exam skills 2

Topic sentences

One good reason for paying particular attention to the first line of a paragraph is that this is normally the topic sentence. The function of a topic sentence is to express the main idea of the paragraph. This is essential guidance for the reader as to what the paragraph will be about.

Topic sentences generally consist of two parts: the topic itself and the controlling idea. You can think of the topic in terms of nouns or noun groups, e.g. life in the 20th century, the importance of social media, the communication of whales. These example topics are quite general, probably too general for the writer to tackle effectively.

The controlling idea is the specific focus on the topic the writer intends to develop. It usually reveals the writer's opinion or attitude towards the topic, or highlights a specific focus that defines, or limits, what the writer will write about. Consequently, it indicates the direction of the paragraph.

Look at this example:

The basics of any foreign language can be mastered *given sufficient time and practice*.

The topic is in bold, the controlling idea is in italics. It clearly states an opinion that defines and limits the topic. The reader would expect the rest of the text to deal with the time element and the sort of practice that will help you master a language.

- 1** Decide which are the topics, and which the controlling ideas, in these sentences.

- 1 People can overcome communication barriers by thinking carefully about the message they hope to impart.
- 2 There are several advantages to learning foreign languages at school.
- 3 Publicly available computer applications require little knowledge of programming skills for obvious reasons.
- 4 Newborn babies learn to become effective communicators quickly for a number of vital reasons.
- 5 Learning how to get what you want in business is not difficult if you follow these steps.
- 6 There are several ways to make a profit from starting your own blog.
- 7 Languages die out for a range of different reasons.
- 8 Successful advertising depends on specific features that capture the attention of the public.

2 Discuss whether you think these sentences follow logically from the corresponding topic sentences in Exercise 1.

- 1 Failure to do this can result in anything from a simple misunderstanding between friends to causes of acute personal embarrassment and even lost business contracts worth millions of dollars.
- 2 As Latin has no native speakers, it is considered a dead language, which is why some argue that it is a waste of time to study it.
- 3 The various programming languages our technology depends on share many common features.
- 4 If they did not establish lines of communication with their carers, they would soon die, as they are incapable of feeding or protecting themselves from danger.
- 5 First, you must be very clear about what you want when you start any business transaction, and that in turn requires you to think about what your client wants from you.
- 6 Blogs have grown enormously in popularity in the past 18 months, and this is a trend that is set to continue.
- 7 Two interesting examples are gradual language death, which occurs when minority languages are in contact with a dominant language – as is the case with American Indian languages and English – and bottom-to-top language death, which is the process of the language beginning to change in places such as the home and the street until it only survives in special contexts such as religious services.
- 8 All advertising is an appeal to an audience to become a consumer of a given product or service of some sort.

Comments

- 1 Yes. It presents the consequences of failure to think carefully about intended messages.
- 2 No. It does not link with the controlling idea that there are advantages to learning languages.
- 3 No. It does not link to the controlling idea that the reasons are obvious.
- 4 Yes. It provides examples that explain why it is vital for babies to learn to communicate.
- 5 Yes. It is the first step mentioned in the controlling idea.
- 6 No. It is about blogs, but is not linked logically to the controlling idea, which is about ways of making money.
- 7 Yes. It cites examples of the different reasons language death can occur.
- 8 No. It doesn't link to the controlling idea, which makes the reader expect information on the specific features of advertising that capture the attention.

3 Read back through the texts you have read in the first three units of this book to find topic sentences and controlling ideas.

Be careful: not all types of text have topic sentences. Narratives, descriptions of processes and descriptive texts may not have topic sentences, as the development of ideas and arguments are perhaps not the main focus of these text types.

Word-building practice

4 Check in your dictionary to find expressions using these words and phrases.

- | | |
|---------------------|---------------------|
| 1 a speech | 7 speak for |
| 2 speaking of | 8 speaking as |
| 3 spoken | 9 speaker |
| 4-speaking | 10 on speaker |
| 5 on speaking | 11 of speech |
| 6 speaking | |

Multiple choice

- 1 Read the questions and underline the key words, which are usually nouns, names, verbs, dates, etc.
- 2 Scan the text and underline the key words and synonyms or paraphrases from the questions.
- 3 Be careful: if the same word(s) are in the option and in the text, it might be a distractor. Check the logic and meaning, not just the words.
- 4 Remember that the questions may focus on specific facts or opinions.
- 5 The final question may test your understanding of the text as a whole – its purpose or style, etc.
- 6 When you have identified the right place in the text, carefully analyze each option (A–D) one by one.

5 You are going to read a text about how languages change. Before you read, what do you think the text will say about the following?

- 1 animals
- 2 Latin
- 3 research into languages
- 4 language learning
- 5 age
- 6 culture

6 Read the text below to see if you were right.

Language is one of the defining characteristics of humans, and one of the key features that distinguishes humans from animals, so language loss raises serious questions about our history, our humanity and perhaps about our future, too. Any study of the history of language shows that languages, like humans, develop over time. According to some estimates, around 7,000 languages are still spoken in the world. This number is an indication of the diversity, vitality and range of human experience in all corners of the globe. But not all those languages are equally healthy. Continuing the metaphor of growth and development, while some languages are robust and powerful, others are in the process of disappearing. In fact, research indicates that languages are dying out at an unprecedented rate. Some believe that by 2100, the vast majority of these languages, perhaps as many as 90% of them, will no longer exist in the spoken medium. If this were plant life, or whales and dolphins, the outcry would be enormous. Yet, surprisingly, there seems to be little interest in this terrible attrition.

To understand why and how this is happening, it is useful to look at some of the misunderstandings about language. An

important distinction is the difference between an extinct language and a dead language. When many of the spoken languages of the Native American Indians were replaced as a result of colonialism by English, French, Spanish or Portuguese, they became extinct. A dead language may share many features with an extinct language, but a crucial distinction is that there may be situations where a dead language still serves a purpose. Typical examples would be the use of the language in special scientific, legal or religious contexts. Latin, by this definition, is dead but not extinct. Let us take this example further. It is true that Latin has no living native speakers, and no children learn it at their mother's breast. Yet it is still studied in schools and universities, and the literature is still available and widely read, though that is not sufficient to bring it to life. In linguistic terms, the Latin spoken by the soldiers, traders and settlers – Vulgar Latin, as opposed to the classical form spoken and written by the Roman upper classes – was subject to the normal process of change that languages commonly experience, and eventually developed into the family of Romance languages like French, Italian and Spanish. Old English similarly has no native

speakers now, but did not become extinct: it simply morphed into Middle English, then Early Modern English and so on until it became the modern English we speak now.

Language has never been static. All living languages embody change, and always have done. It is in the nature of languages to change over time. This reflects the process by which each of us learns our own language. We can go beyond the obvious difference in language use between children and adults and assert that no two speakers of any language actually speak identically. People from different regions, even villages, sound different. Even within families and tightly knit speech communities, factors such as age, gender, education, intelligence, curiosity, openness to risk and new experiences result in slight differences in speech. Through encounters with others, we come across new words, different pronunciations, and subtly or explicitly these become integrated into our speech. These differences, tiny though they may individually be, taken together build a picture of language as being in a state of constant flux and development. As no one speaker ever speaks the entirety of the language in all its variants, with all its vocabulary, and no two speakers use the language identically, it follows that the language itself is a shifting force.

What we are witnessing today is a clear demonstration of what many find an uncomfortable truth. Languages compete for speakers. Dominant languages attract speakers to abandon minority languages for a variety of reasons, chiefly including prestige, education and employment. This happens over time, and often in several stages. For example, speakers may decide to replace elements of their mother tongue with something from the language they are attracted towards. And should their home language have some element that is absent from the new target language, speakers may drop it. There may even be a stage where speakers are functionally bilingual, but this will normally fade in favour of the dominant language in the process known as assimilation. This has not always been voluntary. In the past, conquering armies or administrations have subjugated a community and imposed the use of their language, perhaps on pain of death or other less severe consequences. Nowadays, it is largely cultural forces that are at work behind assimilation. In our global economy, languages with global reach offer

more possibilities of every type. Local dialects and languages spoken in isolated communities are all at risk.

There are many cases of languages in terminal decline, with members of the younger generation no longer being able to have a conversation in the language of their grandparents because they have switched to a new, more global, less local language. In such cases, although the language is still spoken, it is moribund, and language death can be predicted with certainty as the transmission of the language from one generation to another has ended. This is normally a slow process that takes place over several generations, with each set of children learning less and less of the language of home. Finally, the language only exists in the domain of traditional use, where it might be recited in poetry or song, or used in religious or ritual contexts.

Should we be more worried? Precisely because language death is a natural phenomenon, many believe little can be done to prevent it, and we should let nature take its course. There are even voices that applaud the logic of a move towards a single global language, a unifying force that they claim would put an end to misunderstandings between nations and individuals.

What is lost when a language ceases to exist? Languages constitute immense stores of accumulated human knowledge derived from thousands of years of experience. In these times of instant messaging via email, texts and Twitter, it may come as a surprise to learn that most languages through history have not been written down at all, but have lived in the cultures, routines and memories of people who have developed the skills and strategies that have enabled them to create systems of survival appropriate to the environments and circumstances they inhabit. These languages are records of the plants and animals the people shared their environment with, the ways they were used or feared. They can be compared to catalogues of stories, weather patterns, social norms, local traditions, songs, sayings, ways of living, loving, fighting, and conducting trade and business. For linguists, languages are much more than collections of words. Above all, they are records of cultural heritage and ways of expressing a community's relationships with nature, between themselves and the wider world.

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7 Read the text again and answer these questions.

Questions 1–5

Choose the correct letter, **A**, **B**, **C** or **D**.

- 1 In the first paragraph, the writer expresses surprise that
 - A so many languages are in the process of disappearing.
 - B not many people seem concerned about the loss of languages.
 - C language change appears to be speeding up.
 - D there are still so many languages being spoken.
- 2 According to the writer, the main difference between dead and extinct languages is
 - A nobody speaks dead languages.
 - B extinct languages are not studied at school or university.
 - C there are situations when dead languages are used.
 - D extinct languages tried to resist the normal process of change.
- 3 The attraction of dominant languages is
 - A they are easier to learn than minority languages.
 - B people can practise elements of them at home.
 - C they appear to offer a better life to their speakers.
 - D they encourage people to be bilingual.
- 4 A language may be considered in terminal decline
 - A when different generations cannot understand one another.
 - B in cases where several generations each have fewer children.
 - C unless children are interested in traditions such as poetry and song.
 - D if grandchildren have not learned the language of their grandparents.
- 5 Language loss is serious because
 - A we lose the ability to read and understand the old languages.
 - B each language can teach us a unique history of life in one part of the world.
 - C some languages are not suited to modern forms of communication.
 - D it is not something we should think of as a natural process.

Pick from a list

In this question form, you have to pick correct answers from a list. You will be asked to pick a number of answers from a list of options – perhaps three answers from between six and eight options. The answers may not be in text order.

- Read the rubric carefully to make sure you know how many answers you are expected to give.
- It helps to underline the key words in each question that help you identify the sort of information required. The answers may be based on specific information, in which case you should underline the key words in the text.
- The answers may also be based on a understanding of the author's opinion, so you need to read the text carefully.
- Check that your answers match the number of answers stated in the rubric.

8 Underline the key words in the question and options below, then do the task.

Which **THREE** of the following things are mentioned in the text?

- A How an app functions
- B What application software may be used for
- C The length of time that apps have existed
- D The bright future of application software
- E Who writes the apps
- F The percentage of people using mobile apps
- G The problems associated with use of mobile apps

Apps

Application software has been around for decades and allows the user to perform various tasks, such as document manipulation or modification of digital images. With the advent of more powerful mobile phones, a huge new field of mobile applications, or apps, has developed. Many apps are written by enthusiasts and are available for free. Others are developed by companies and given away for free in the hope that you will upgrade to an app which is not free, but with better features or with no advertising. For apps that are not free, the money is normally divided between the app developer (around 75%) and the distribution provider (around 25%). Games are one of the most popular apps, with over 90% of smartphone users playing a mobile game at least once a week.

Comments

- A Incorrect: There is no mention of how an app functions. You are unlikely to get a very technical description in the IELTS test.
- B Correct: Document manipulation, modification of digital images and games are mentioned.
- C Correct: The first line states that *application software has been around for decades*.
- D Incorrect: While apps certainly appear to have a bright future, there is no mention of it in the text. Be careful not to make judgements based on your own general knowledge rather than what is in the text.
- E Correct: Both enthusiasts and companies are mentioned as writers of apps.
- F Incorrect: While some percentage figures are given, they don't refer to the percentage of people using mobile apps.
- G Incorrect: There is no mention of the problems associated with the use of mobile apps.

9 Now look back at the text on language on pages 38–39 and do this task.

Questions 6–8

Choose **THREE** letters, A–G.

The list below gives some reasons for language change.

Which **THREE** reasons are mentioned by the writer of the text?

- A occupation or control by powerful foreign nations
- B modern methods of communication
- C the desire each person feels to be different
- D an agreed need for a global language
- E the influence of our contacts with others
- F the natural consequence of the passage of time
- G the increasing demand for bilingual speakers

Vocabulary builder 2

Prepositional phrases

A good way of improving your fluency in English is to make a collection of useful prepositional phrases. They are a regular feature of all types of speaking and writing and often form key 'chunks' of a text. Every time you read a text, make a list of useful new expressions with prepositions.

- 1** Complete these sentences with the correct prepositions. Check your answers by looking for the bold phrases in the text on pages 38–39 (they are not all in sequence), then find five more useful examples in the text.

- 1 There are a number of ways looking at this question.
- 2 We are the process of changing our computers.
- 3 We plan to introduce these changes stages.
- 4 There are considerable differences ability between adults and children learning new languages.
- 5 Planning what you want to say generally results a more effective message.
- 6 Children often learn new languages easily, as opposed adults, who tend to slave away with books and private lessons.
- 7 The company developed several years into a worldwide business.
- 8 We are moving a situation where all communication will take place virtually.

Organizing words

- 2** Add these organizing words and expressions to the correct categories in the table below. One expression may fit in more than one category.

- 1 on top of that 2 meanwhile 3 likewise 4 in short
 5 as follows 6 claim 7 hence 8 whereas

describing procedures	<i>the next step, once you have done that, at this point</i>
time sequences	<i>initially, at first, subsequently, thereafter, finally</i>
giving examples	<i>such as, for instance, to give an example, to illustrate the point, by way of example, a case in point, as is witnessed by proof of this</i>
discussing results	<i>consequently, as a result</i>
comparing	<i>alike, in the same manner, similarly, not only ... but also, in the same vein, of a similar nature, correspondingly, a further instance, a related case, more or less, not in the least, to a lesser degree</i>
contrasting	<i>actually, however, yet, in contrast, on the other hand, alternatively, differ from, although</i>
adding information	<i>additionally, in addition, what's more, besides, moreover, in the same vein</i>
reporting information	<i>according to, assert, maintain, argue a case, make a case, present an argument, believe</i>
concluding	<i>to sum up, in conclusion, thus, finally</i>
summarizing	<i>in a word, to sum up, all in all, taken as a whole</i>

Vocabulary builder 2

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3 Choose the most logical continuation (A–D) of each of these sentences.

- 1 Before man went into space, many animals were launched into orbit; for instance ...
 - A they were testing to see if man could cope with the conditions.
 - B a dog.
 - C fruit flies, a dog and a chimpanzee.
 - D using a rocket and a parachute.
- 2 Many people were concerned about the possible health risks of mobile-phone masts. Consequently ...
 - A there was a series of masts built all over the country.
 - B masts were disguised as trees.
 - C the health risks were never investigated.
 - D many people were not concerned about the problem any more.
- 3 Many people think of Morse code as being a slow method of communication, but actually it ...
 - A is used by the US Navy.
 - B is both speedy and effective when used by experts.
 - C is widely used by many people around the world.
 - D was invented by Thomas Edison.
- 4 Although ...
 - A mobile phones are expensive and are frequently stolen by thieves.
 - B fax machines are no longer used as email is cheaper and faster.
 - C forms of social media such as Twitter are comparatively new, they have become an important means of communication.
 - D people in Africa have an opportunity to use their mobile phones as a bank account.
- 5 Not only do many people pay high roaming charges for their mobile phones, they also ...
 - A have problems understanding the rates offered by the various companies.
 - B enjoy high-speed internet connection.
 - C travel to many different countries.
 - D have many applications which can help them find their destination.

Comments

- 1 *For instance* implies that there will be some examples, which is not the case in A or D. In B, only one example is given, so the correct answer is C.
- 2 The word *consequently* shows that the results will be described. A and C are not consequences, and D is illogical, so B is the correct answer.
- 3 The word *actually* implies that you are contrasting something and A, C and D are not. B is the correct answer, as it contrasts *slow* with *speedy*.
- 4 The word *although* implies a contrast. In D, only one thing is mentioned. In A, there are two things mentioned, but they are not being contrasted. In B, two things are mentioned and they are being contrasted, but the sentence structure doesn't work with *although*. Only C is the correct answer.
- 5 *Not only ... (but) also* tells us that further similar information is coming. The first part of the sentence is something bad (high roaming charges) and in B, C and D, the second parts are all positive, so the answer is A.

3 Read the advice again and make a list of useful expressions with these verbs.

1 come 2 do 3 say 4 give 5 make

3 It's a good idea to keep a list of expressions with common verbs. Which expressions do you know with these verbs?

1 am 2 feel 3 make

CLASSROOM WORKOUT

Them and us

- Work in groups. Each group chooses a different continent.
- In your groups, do some research using encyclopaedias, newspapers or magazines, online sources to find:
 - which animals are in danger of disappearing on that continent, and why
 - what arguments there are for protecting these animals.
- Prepare a presentation to the other groups about what you have found.
- Have a class vote on the most effective means of protecting the animals.

CHECK YOURSELF

- Make a list of 10–15 different prefixes. For each prefix, try to find three different useful words.
- Write down five facts you know about different forms of communication as a result of reading the texts in this unit.

SUMMARY

In this unit, you:

- looked at communication collocations. How many did you write in your notebook?
- read about whale communication. Are you optimistic or pessimistic about the future of whales?
- studied word-building with prefixes. This is a great way to expand your vocabulary. What can you do to continue learning new words with prefixes?
- read about topic sentences and controlling ideas. How can this help you find an answer in the text?
- studied ‘matching headings’ questions. Why is it important to read the whole text before choosing an answer in this task type?
- looked at prepositional phrases. These are useful when you see language in chunks rather than as individual words and can help speed up your reading. How many were new for you?
- looked at organizing words. These will help you get a better idea of the flow of a text and aid prediction. If you have a good idea of what is coming next, then you have a better chance of understanding the whole text. How many expressions were new to you?

Over to you

- 1 Have a discussion with your friends about which forms of communication you think are most and least important.
- 2 Go online and find out about what forms of communication might be available soon.
- 3 Find a newspaper or magazine article or an online debate where people discuss advantages and disadvantages of social media and make a note of their arguments.

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