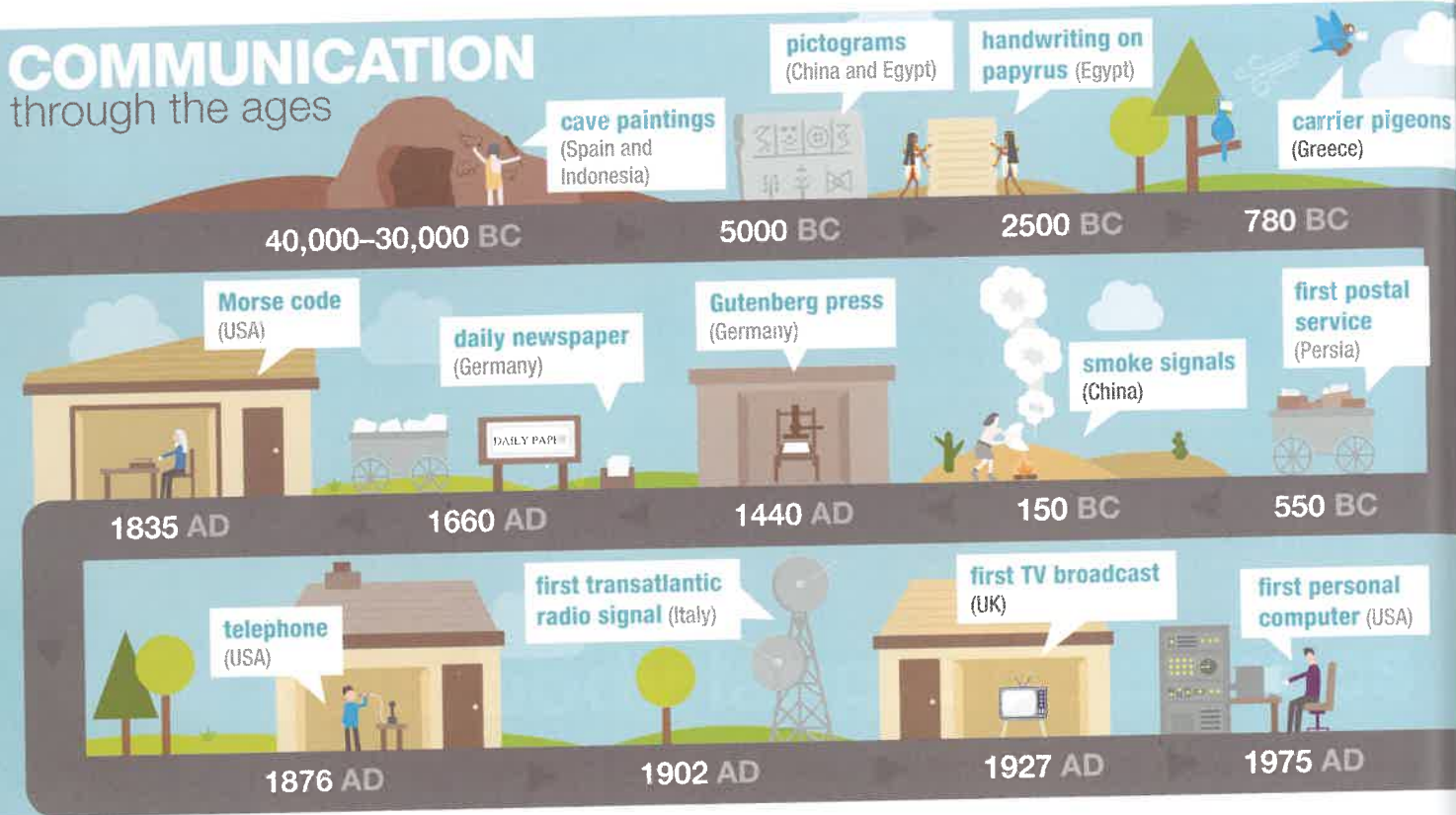


4.2 How we communicate

COMMUNICATION through the ages



GRAMMAR Past forms

1 Work in pairs. Answer the questions.

- How did people communicate over long distances 2,500 years ago? And 250 years ago?
- Do you think that human interactions in the past were less satisfactory because means of communication were more limited?

2 Look at the infographic about the innovations in communication through the ages. What do you think was the particular significance of each innovation?

cave paintings = perhaps the first time people recorded their ideas for others to look at

3 14 Listen to a short description of the history of communication. Answer the questions.

- Which mediums of communication from the infographic does the speaker mention?
- In what way does the speaker say each invention was significant?
- Read the sentences (1-7) in the Grammar box. Answer the questions (a-e).

PAST FORMS

- The real revolution in written communication **came with** the invention of the printing press in 1440 AD.
- 40,000 years ago people in Spain and Indonesia **were making** paintings on the walls of caves.
- They conveyed messages far more quickly than people **had been able to** do before.
- Up until then, people **had been reading** handwritten documents.
- Horse riders **used to carry** documents from one posting station to another.
- They **would cover** distances of 2,000 kilometres or more.
- That **must have been** an extraordinary time.

- Which two sentences describe past actions that happened or were happening at a time even further in the past than the main action / event?
- Which sentence describes a single completed event in the past?
- Which sentence describes a continuing event at a particular time in the past?
- Which two sentences describe a habitual or repeated action in the past? Which of the two past forms used in these sentences cannot be used with stative verbs?
- Which sentence uses a modal verb to speculate about a past event?

Check your answers on page 148 and do Exercises 1-3.

- 5** Complete the history of the telephone exchange with the correct past tense form of the verb.



Not long after the invention of the telephone, a Hungarian engineer, Tivadar Puskas, ¹ _____ (come) up with the idea for a telephone exchange while he ² _____ (work) for the famous American inventor, Thomas Edison.

People ³ _____ (use) the telegraph system to send telegrams to each other since the 1850s, so the commercial potential of the telephone ⁴ _____ (be) apparent to all. But, in spite of that, people ⁵ _____ (not / seem) to appreciate the potential of a telephone switchboard. Instead, in the early days, companies ⁶ _____ (lease) pairs of phones to subscribers so that they could connect just to each other. But the use of multiplex exchanges ⁷ _____ (change) all that and by 1904 over three million telephone users ⁸ _____ (make and receive) calls to various points all over the United States. So strong was the telephone exchange's impact that by the end of the century almost every home had a phone.

- 6** Work in pairs. Talk about three ways in which you, your parents and / or your grandparents communicated with different people in the past.

When I was younger, I used to write letters to my grandmother because she liked receiving them.

LANGUAGE FOCUS Inversion with adverbial phrases

- 7** Read the sentence in the box. Answer the questions (1–2).

So strong was the telephone exchange's impact that by the end of the century almost every home had a phone.

- Where would you normally expect to see the phrase 'so strong' in this sentence? Why has it been placed in this position?
- What is unusual about the word order in this sentence?

See page 149 for more information about inversion with adverbial phrases, and do Exercises 4–5.

- 8** Match the two sentence halves which use inversion with adverbial phrases.

- Not only** did the radio bring news to people,
- Only by** using fresh riders at each station
- Not until** smoke signals were used along the Great Wall of China
- No sooner** had the printing press been invented
- Such** was the impact of television on children

- did people realize long-distance messages could be transmitted so quickly.
- than** more popular literature started appearing.
- that** many parents were afraid of having one in their homes.
- it **also** brought music into everyone's homes.
- was it possible for the mail to keep moving.

- 9** Work in pairs. Answer the questions.

- In which sentences in Exercise 8 does the inversion occur in the second clause?
- What kind of word would you have to add in Sentence 5 if you substituted *such* with *so*?

- 10** Complete the sentences. Then compare sentences with your partner.

- Not only did the arrival of the Internet ...
- Not until the invention of TV ...
- Only when Skype had become widespread ...
- Such is the popularity of Facebook ...

SPEAKING Being hyperconnected

11 21st CENTURY OUTCOMES

In today's world many people are hyperconnected around the clock. Does this describe you? What do you find helpful and what do you dislike about being hyperconnected? Work in pairs and make a list of advantages and disadvantages.

- 12** Work with another pair. Discuss your lists of advantages and disadvantages from Exercise 11. Draw conclusions about what you think was better and what was not better in the past.

A: There were many more chances for misunderstandings to occur in the past because of slow communication.

B: I don't agree. Not only do misunderstandings still arise with instant messaging, they're probably more frequent, because people often write without thinking.