Unit 17

Get Yourself Wired—Internet and Mobile Phones

连线时代—互联网与移动电话

✓ **Learning objectives**

- In this unit students will learn words and expressions related to Internet and mobile phones.

- Students will be able to talk about the advantages and disadvantages of Internet and mobile phones.

Answers to the comprehension questions

1. Experts say that Internet calls are generally of better quality than cell phone calls because the way data is transferred, known as the Internet Protocol, is more efficient. And currently, Internet phone calls are far less expensive than cellular.

2. "Dual-mode" phones could solve the annoying problem that plagues many cell phones—calls weakening or dropping once the caller steps inside a building.

3. If you have one of these phones and you have a broadband connection and a wireless home network, you can make that call over your IP network.

4. Skype—an Internet telephone innovator—enables people to talk for free or very cheaply to other users over the Internet.

Part A   Business News
First listening: listen for the gist

■ What is the main idea of news item one?

This news item talks about how text messaging can provide vital link in terms of emergency and danger while phone connection is down.

■ What is the main idea of news item two?

This news item talks about how and why the latest fad in cell phone—a personalized "ringback" tone service came into being.

Second listening: listen for specific information

- In this part the teacher has great freedom and flexibility to ask students questions, to clarify any difficult language points, to add in supplementary materials as background knowledge or in-depth understanding of the listening materials.

- Notice how these expressions are related to cell phones.

   text message; voice service; short messaging service; cell network; continuous connection; network's resources; standard ring; ringback tone; game downloads, ringtones; news clips; personalization for cell phones; communicate identity.

- Notice how these expressions are related to disasters.

  hurricane-damaged outlets; hurricane Katrina; terrorist bombing; a personal tool for survival; a widespread disaster; (landslide, earthquake, Tsunami, mine explosion, tornado, Taifeng, flood, snow storm, fire)

- Ask students to do multiple choices questions in news item one. Compare answers.

- Ask students to do True (T) or False (F) questions for news item two. Compare answers. Explain why it is true or false.

Third Listening: sentence imitation

■ Ask students to use the following active vocabularies to form sentences as what they have heard from listening (Dictate then remember).

1. thanks to--A New Orleans juice-bar company hopes to reopen at least five of its hurricane-damaged outlets this week, <u>thanks to</u> employees who were able to use text messages to arrange cleanups and the delivery of fresh supplies.

2. transmit--Text messaging, also known as short messaging service, or "SMS," uses the same cellular networks that <u>transmit</u> millions of telephone calls daily.

3. go through-- But text messages, which are limited to 160 alphanumeric characters, are more likely to <u>go through</u> even when voice traffic gets congested.

4. get in touch with--Text messaging can be a personal tool for survival to <u>get in touch with</u> loved ones or others after a widespread disaster.

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Third Listening: sentence imitation

5. instead of--The next time you call a friend's cell phone, <u>instead of</u> listening to the standard ring, you might hear Alicia Keys crooning "A Woman's Worth."

6. the latest fad--Personalized "ringback tones" that replace the standard ringing sound a caller hears are <u>the latest fad</u> in cell phones.

7. recoup--Hoping to <u>recoup</u> lost revenue, carriers are offering more products and services, such as game downloads, ringtones and news clips.

8. partner with--Both Verizon and T-Mobile <u>have partnered with</u> large recording companies.

9. gear to--The idea is geared to 14- to 28-year-olds.

Part B First listening: listen for the gist

- What is the main idea of the interviews?

   The interviewee talks about the similarities and differences between Internet and other mass media. He also discusses the issues of future development and Internet governance. Finally he introduces the social impact of Internet and why The Internet Societal Task Force was set up.

Second listening: listen for specific information

- In this part the teacher has great freedom and flexibility to ask students questions, to clarify any difficult language points, to add in supplementary materials as background knowledge or in-depth understanding of the listening materials.

- Notice how these expressions are related to the functions of Internet.

  mass medium; distribute video or audio through the Net; characteristics of the postal service; characteristics of the telephony service; messaging service; allows dialogue to be established; two-way communications.

- Notice how these expressions are related to Internet governance.

  operate as a confederation; part of the Internet environment; takes on some responsibility; connected together; enlightened self-interest; kept this all functioning; connectivity; appreciation for standards; administrative functions; Internet names.

- Notice how these expressions are related to Internet problems.

  Penetration rate; Internet accessibility; too expensive; lacks the necessary infrastructure; various technical, financial, regulatory barriers; innovation; entrepreneurial experiments; try out new ideas on the Network.

- Ask students to fill in the blanks to make a summary of the interview. Compare answers.

- Ask students to answer the following questions. Compare answers.

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Third listening: sentence imitation

- Ask students to use the following active vocabularies to form sentences as what they have heard from listening (Dictate then remember).

1. bear--It <u>bears</u> a lot of similarities to the media that have come before.

2. what is different about--But <u>what is different about</u> the Internet is that in addition to its individual communications capability, or its point to multi-point distribution capability, it also allows dialogue to be established among people in a group.

3. notably different from--Those are some of the aspects of the media that make it <u>notably different from</u> earlier ones.

4. reach…mark--I'm not sure how quickly we will <u>reach the billion mark</u> in terms of users.

5. built-in--You will see many appliances like the European GSM appliances with <u>built-in</u> Web capability.

6. take up--The Internet <u>takes up</u> an ever-increasing place in our lives.

7. work--There is a great deal of appreciation for standards because without them, the system doesn't <u>work</u>.

Third listening: sentence imitation

8. domain names--Thirdly, there is an understanding that you need some administrative functions to make sure that Internet names do not get assigned duplicatively or that <u>domain names</u> are unique.

9. motto-- the Internet Society's motto is "The Internet is for everyone."

10. in nature--The ISTF is looking at what those various barriers are. Some are technical, some are financial, some maybe regulatory <u>in nature.</u>

11. when it comes to--Monopolies tend to move slowly when it comes to innovation.

12. entry into--I am convinced that as long as the barrier of <u>entry into</u> the Internet business is low, there will be lots and lots of entrepreneurial experiments taking place to try out new ideas on the Network.

13. on a global scale--Making this system work <u>on a global scale</u> requires a certain amount of government attention to make sure that national laws are not incompatible with other people's national laws.

14. get issued--We don't know what requirements are to be imposed for identification before certificates <u>get issued</u>.

15. with respect to--We don't know where the jurisdiction is <u>with respect to</u> taxation of Internet transactions.

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Part C
First listening: listen for the gist

- What is the main idea of this report?

  It describes a new fashion—on-line virtual marriage. It introduces the way to get married online and people's attitude towards online marriage.

Second listening:
listen for specific information

- In this part the teacher has great freedom and flexibility to ask students questions, to clarify any difficult language points, to add in supplementary materials as background knowledge or in-depth understanding of the listening materials.

- Please ask students to write down all the figures they have heard from this part.

  21cn.com   900 netizens   93 percent   61.2 percent

  35 percent   March 2000   February 23, 2004

  600,000 registered members   36,342 of them

  more than 100,000 Chinese

- What fact does each figure illustrate? Try to put these figures into their contextual sentences.

- Ask students' opinion on on-line marriage. Is it good or bad to try this kind of virtual marriage?

- Ask students to fill in the table with the correct figures. Compare answers.

- Ask students to fill in the blanks with appropriate words. Compare answers.

Third listening: sentence imitation

- Ask students to use the following active vocabularies to form sentences as what they have heard from listening (Dictate then remember).

  1. on-line survey--A recent <u>on-line survey</u> by 21cn.com shows that 93 percent of them yearn to experience on-line love affairs.

  2. make friend with--Some 61.2 percent of them <u>have made friends with</u> netizens of the opposite sex.

  3. scores of--Since then, <u>scores of</u> Chinese websites have provided a service for on-line marriage.

  4. proposal words--Some websites even provide many classical <u>proposal words</u> for those who are looking forward to the on-line marriage.

  5. hold--Usually the wedding <u>is held</u> in the on-line chat room.

  6. host the ceremony--The "priest" in the virtual community is invited to <u>host the ceremony</u>.

  7. adopt--The couple can have or <u>adopt</u> their virtual sons or daughters.

  8. popularity--Its sudden <u>popularity</u> has had a strong influence on traditional marriage in real life.

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