



Module C Unit 5

Training 1.1 (p.37)

Announcer : You are Sally, the secretary of the IT Club at your school. Some members are commenting on some new mobile phone applications. Listen to the conversations and complete the reviews below.

Conversation 1.

Sally : Ted, tell me what's so funny. You're sitting here in the corner laughing.

Ted : ¹⁴ Some of the jokes in the application are really funny. It's great.

Sally : Well, if the jokes are really funny, you'll have to tell me a few later.

Ted : ¹⁵ No problem. The jokes are funny but sometimes the language is rude. Some people might not like hearing jokes that have rude language in them.

Sally : I can understand that.

Ted : ¹³ And it's only \$8.50, so that's not bad.

Sally : No, \$8.50 isn't too expensive. *

Announcer : Conversation 2.

Sally : Hey, Joseph. Are you still trying your application?

Joseph : Yeah.

Sally : How does it work?

Joseph : It's a kind of search engine. You ask questions and it finds the answers for you. ¹⁰ It's OK but I think there should be more content in the free version.

Sally : So the version you're using is free?

Joseph : That's right. It's free, which is good. But like I said, the content in the free version is not enough.

Sally : OK, thanks for your comments, Joseph. *

Announcer : Conversation 3.

Sally : You look like you're having a good time, Tracy. Do you like the application you tried for our club?

Tracy : This is a different application. ¹¹ The one I tried was boring. Just put your hook in the water and try to catch fish. Very, very boring. At least for me.

Sally : OK, so the game is boring. But how about the graphics — were they good?

Tracy : ¹² Not bad, but all the fish look the same. It makes me sleepy.

Sally : Hmm, you're right. That's too bad if all the fish look the same. And how much is this application?

Tracy : It costs \$15. But for this game, it isn't really worth it. *

Announcer : Conversation 4.

Sally : Mike...Mike...excuse me, Mike.

Mike : Oh, sorry, Sally. I'm still enjoying this application. I haven't won yet, but I'm getting faster and learning to control the cars better.

Sally : That's good to hear. So, you really like this application?

Mike : ⁵ It's very exciting, ⁶ and the graphics are very good. I think people will like this one.

Sally : Sounds like a nice application.

Mike : It is and it isn't. ⁷ The bad part is that it's very difficult to control. I've played games like this before and I was surprised at how difficult it was to control.

Sally : ⁴ OK, so how much does this application cost?

Mike : \$22.

Sally : Hmm, seems expensive but if the game is good, it's worth it. *

Announcer : Conversation 5.

Sally : How's the application you tried, Mandy?

Mandy : It's all right. ^⑨ And at first it was very interesting to point the camera and take lots of very interesting photos, but I got bored very easily. And I think most people will get bored very easily.

Sally : That's too bad. I thought this application looked very interesting.

Mandy ^⑧ : At least the application was free to download, so no loss there.

Sally : Free is always my favourite price. *

Announcer : Conversation 6.

Sally : Hi, Anna. Tell me about the application you tried.

Anna ^② : It is very easy to use. You use the camera on your mobile phone and point it at your face. Then you can zoom in and use it to help you put on make-up or comb your hair.

Sally : So you can see yourself clearly. That sounds like a nice application.

Anna : It's not bad. ^③ But doesn't work if there's not enough light.

Sally : At least it's easy to use.

Anna : Yeah, but if there's not enough light, it's useless, I think.

Sally ^① : And how much did this one cost?

Anna : It cost \$7.50 to download.

Sally : Great. Thanks, Anna. *

Training 2.1 (p.38)

Announcer : You work in an IT training centre. You are helping a new student complete an online application form for IT workshops. Listen to the conversation and complete the form below.

Sally : Hi, Tommy. How are you doing with the online application?

Tommy : So far, no problem. I've got my name filled in and I'm just getting to my address. But there are two lines for the address. Why?

Sally : That's common with online forms. ^① You put your flat, floor and block on the first line, then your estate on the second.

Tommy : Oh, OK. So I live in Flat C... 11th floor... Block 6. Just like that?

Sally : Let me see. Flat C, 11th floor, Block 6 – yes, that's right. ^② Now the name of your estate on line two.

Tommy : That's Riverside Estate.

Sally ^③ : So in line two, you put Riverside Estate, Sha Tin. Riverside is one word, right?

Tommy ^④ : Oh yes. Now I need to give my telephone number, 6771 3892.

Sally : 6771 3892.

Tommy ^⑤ : And my email address is tommy dot chan at cloudmail dot com. Then they want my personal website.

Sally : Just a minute. Let me check your email address. Tommy dot chan at cloudmail dot com. Is it C-L-O-U-D-M-A-I-L?

Tommy ^⑥ : That's right. Then for my personal website, is it all right to use my blog?

Sally : Sure it is.

Tommy : Great. So that's www dot game underscore boy dot blogworld dot com.

Sally : Read that back to me again.

Tommy : Sure, www dot game underscore boy dot blogworld dot com.

Sally : Is blogworld one word?

Tommy : Yep. One word. Blogworld.

Sally ^⑦ : Now give the school name and website. That's Golden Heart College ^⑧ and the website is www dot goldenheart dot edu dot hk.

Tommy : OK, www dot goldenheart — G-O-L-D-E-N — heart dot edu dot hk.

Sally : ^⑨ Then for the teacher's name please write Mr Donald To.

Tommy : Mr – and Donald is spelt D-O-N-A-L-D, and To is just T-O, right?

Sally : That's right. ^⑩ And his email address is donald underscore T-O at golden heart dot edu dot hk.

Tommy : That's donald underscore T-O, with no capital letters, right?

Sally : Yes, that's right.

Tommy : Then at golden heart dot edu dot hk.

Sally : You've got it. Now tick which course you're going to choose and then click apply.

Tommy : It's a difficult choice. The course on gaming software looks interesting and I think I like the multimedia entertainment course.

Sally : The multimedia course is good. I took that last year. And the creative technology course is also popular.

Tommy : ^⑪ I think I'll go with gaming software though this time. Then I'll try creative technology next time.

Sally : OK, that's it then. Just click and you'll get an email with the information... *

Training 3.1 (p.39)

Announcer : Listen to what the doctor says and complete the notes below.

Doctor : Online addiction is a common problem among teenagers. A recent survey shows that most teenagers spend more than 5 hours a day on the computer and cannot stop going online. This can be harmful to them. ^① First of all, spending time surfing the Internet all day is bad for their physical health ^② since they

spend less time doing exercise. ^③ They're more likely to have problems with their shoulders and arms as a result. ^④ They should take a break every 30 minutes.

Secondly, playing computer games before going to bed can lead to sleeping problems. ^⑤ Since these games are interactive and teenagers need to act fast, they may feel too excited and find it hard to sleep. Plus, some teenagers report that they feel like they are still playing the games while sleeping. ^⑥ That means their brains are too active and thus they cannot get enough rest. ^⑦ I recommend that they avoid playing online games an hour before going to bed. ^⑧ They may take a shower or listen to soft music. *

Training 3.2 (p.40)

Announcer : You are listening to a podcast about some of the problems caused by modern gadgets. Listen to the podcast and complete the notes below.

Tony : Hello everyone and thanks for listening to the Tech World podcast. With us today is Pansy Tong, Professor of Social Sciences at a local university. We're going to talk about problems related to modern gadgets. Welcome Pansy, and where should we start today?

Pansy : Thanks for having me on the show, Tony. I'd like to start by talking about the handheld games that are very popular. ^③ Playing these games can result in eye problems and ^④ headaches.

Tony : Yes, I've heard that playing these games can result in eye problems, but I didn't know it can cause headaches as well. Why is that? Is it simply because people are playing these games for too many hours a day?

Pansy : That's one reason, yes. ^① But it's also because they're spending 4 to 5 hours a day focusing on a small screen.

Tony : And another reason?

Pansy ^② : Another reason is because many people play these handheld games in the dark. It's not like going to the cinema and looking at a big screen. Our eyes may be affected if we play in the dark.

Tony : And these handheld gadgets or games seem really popular. Even kids as young as 6 or 7 are playing with them.

Pansy : For young children, of course, these games are not good for their eyes. ^⑦ We also find that children who play these games are often less creative.

Tony : Really? I thought all the different games and all the images would make children more creative.

Pansy : In fact, it's the opposite. ^⑤ As these games have a lot of images in them, ^⑥ children don't have to imagine anything. Listening to a story allows children to imagine and create their own images, but they have no need to imagine when playing these games. ^⑧ So children are becoming less creative and failing to develop high level thinking.

Tony : Hmm...high level thinking is very important for children's learning. ^⑩ I've also heard that electronic gadgets can create problems with interpersonal relationships. How serious is this?

Pansy : The problems with interpersonal relationships can be very serious. ^⑨ We find that people, especially young adults, say 18 to 27, run into problems with interpersonal relationships because they spend so much time on the Internet. They stop paying attention to others' needs or spend less time talking to them.

Tony : Yeah, it's really strange to see my friends spending so much time on the Internet instead of chatting face-to-face with each other. It's important to get enough communication. ^⑫ Let's change the topic and talk about effects that are less personal, like the rising number of traffic accidents related to talking on mobile phones.

Pansy : The number of traffic accidents related to mobile phone use is alarming. When people are talking on their mobile phone, their brain cannot multi-task.

Tony : But we multi-task all the time, don't we? And multi-tasking is such a common term in the workplace.

Pansy : I'll get to the workplace in a minute. First of all, we often have to do different things at the same time, but for higher level tasks, the brain follows a sequence. ^⑪ If something happens suddenly, it still takes half a second longer for the person to react.

Tony : So, that half a second of reaction time really makes a difference.

Pansy : Yes, it does. Now let me talk about gadgets and multi-tasking in the workplace. People would think that gadgets increase productivity. ^⑭ However, we're learning that all the technology in the workplace — email, instant messaging, mobiles — actually makes us less productive and we tend to make more mistakes.

Tony : It's hard to believe that people are less productive and make more mistakes even with the help of gadgets. Why is that?

Pansy : Let me ask you a question. Have you realised you make more spelling mistakes when you use computer word processors? ^⑬ Gadgets usually

come with many functions, like spell-checks, alarms for appointments, etc.
People are getting more and more reliant on them. In the long run, people are less productive because they trust technology to help them solve different kinds of problems. Especially in the workplace, people are likely to make more mistakes.

Tony : I see. I really have learnt a lot. That's all the time we have for today. Thank you for coming, Pansy.

Pansy : You are welcome. *

Training 4.1 (p.41)

Announcer : You and one of the IT Club committee members are making a bar chart to put on the noticeboard. Listen to the conversation and complete the bar chart below.

Carson : Hi, Sally. How's the bar chart coming along?

Sally : Hey, Carson. I've just finished the data for 8 to 10-year-olds. Have a look.

Carson : Looks good. Can I help?

Sally : Sure. You can read me the numbers and I'll draw the bars.

Carson : Great. Let's see. Where are we?

Sally : ^② Next is TV for 11 to 14-year-olds.

Carson : Got it. That's 5.5 hours.

Sally : OK, 11 to 14-year-olds. 5.5.

Carson : Then next for TV is...

Sally : Let's stay with 11 to 14-year-olds and go to music, then computers, OK?

Carson : Sure. ^④ Music, for 11 to 14, 2 hours.

Sally : Music 2 hours. All right, I've got that. Next?

Carson : ^⑥ 4.5 hours on computers and 2 hours on ^⑧ video games for 11 to 14-year-olds.

Sally : That's 4.5 hours on computers, and 2 hours on video games. OK, then let's move to the next age group, 15 to 18-year-olds, and let's work all the way across.

Carson : ^③ 4 hours on TV, ^⑤ 3 hours on music, for computers...

Sally : Just a minute. I can't work as fast as you talk.

Carson : Oops, sorry.

Sally : That's OK. That was 4 hours on TV, 3 hours on...

Carson : 3 hours on music. ^⑦ Then, it's 5 hours on computers and ^⑨ just 1 hour on video games.

Sally : 5...and 1. Great! That went a lot faster with your help.

Carson : Let's have a look. Yeah, that looks good. The Y axis is labelled. ^⑩ What about the X axis? Where's the label?

Sally : Oh, the label is medium. How do you spell that?

Carson : It's spelt M-E-D-I-U-M. So it's medium and number of hours for the X and Y axis. Then what about the title?

Sally : It's a bit long but I think it's OK. ^① The title is 'average amount of time spent on each medium every day'.

Carson : That is quite a mouthful, but it's good. Let me read it out — 'average amount of time spent on each medium every day'. Good. That works.

Sally : Yeah! So I'm finished. Thanks for your help. *