

## Lecture Ready 3 Unit 2: Media Studies Name: \_\_\_\_\_

### VIDEO SCRIPT:

Today's lecture is about submarine cables. Wednesday, I'll talk about modern fiber optic cables, but today, I want to provide some history.

In 1852, one of the first submarine cables connected Britain and France across the English Channel. The next year, Britain and the Netherlands were connected. In 1858 came a major triumph—a cable connecting North America and Europe. The Transatlantic Cable stretched from Newfoundland to Ireland. American businessman Cyrus Field was the man behind this cable. When it was complete, there were huge celebrations in New York. One of the first messages sent across the Atlantic was from Britain's Queen Victoria, congratulating the newly-elected president, James Buchanan. By the early 1900's, cables crossed the Pacific and most of the world was connected.

It's hard to imagine how much the submarine cable network changed the world. It was "the Victorian Internet." What I mean is, it changed communication in the 19<sup>th</sup> century as much as the Internet changed it in the twentieth. Personally, I think it was even *more* important than the Internet. Before cables, news was carried by steamships, which took about 5 days to cross the Atlantic. A message sent by submarine cable—though not as fast as today's cables—could cross oceans in a matter of minutes. In his book about the Krakatoa eruption in Indonesia in 1883, Simon Winchester said that the reports about that terrible disaster were the first really global news.

### PART 1: Video

#### A. Watch the student presentation and answer questions 1–6.

##### Questions 1–4

Choose the best phrase to complete the sentence. (1 point each)

1. The main point of this lecture is to (*trace the development of submarine cables* / *contrast submarine cables today with those of the past*).
2. The Transatlantic Cable laid in 1858 came ashore in (*London and New York* / *Newfoundland and Ireland*).
3. The celebration held in New York was in honor of (*the election of James Buchanan* / *the completion of the Transatlantic Cable*).
4. According to Simon Winchester, the eruption of the Krakatoa Volcano was (*the basis of the first global news story* / *the most terrible natural disaster in human history*).

Questions 5—8

**Number the events (1-4) involving submarine cables in the order in which they occurred.**

(1 point each)

  2   Britain and the Netherlands are connected.

  4   Cables cross the Pacific.

  3   Europe and North America are connected.

  1   Britain and France are connected.

**B. Read the questions first. Then watch the presentation again. Answer questions 9–15.**

Question 9 **Choose the best answer. (1 point each)**

9. Which expression does the author use to clarify the idea of “the Victorian Internet?”

A. “So, what I’m saying is . . .”

B. “In other words, . . .”

**C. “What I mean is . . .”**

Questions 10–15

**Mark the THREE topics you would include in a brief summary of the lecture. (6 points)**

       Queen Victoria’s message to President Buchanan

  X   The impact of submarine cables in the 19th and early 20th century

  X   The Transatlantic Cable: a triumph

       The speed of steamships

  X   Early cables connect Britain and other European countries

       Celebrations in New York

## PART 2

### Questions 16—23

Read the expressions from lectures, presentations, and discussions. What is the function of each? Match the expression with the correct classification.

One function does not have an expression. (1 point each)

- |   |   |
|---|---|
| 16. <u>D</u> Let me back this up with a little story.             | A. Using inclusive language to connect with an audience in a presentation |
| 17. <u>H</u> In my experience, . . .                              | B. Providing a transition in a presentation                               |
| 18. <u>B</u> Okay, we've talked about . . . but what about . . .? | C. Asking a follow-up question after a presentation                       |
| 19. <u>G</u> Let me say that another way.                         | D. Supporting a generalization in a lecture                               |
| 20. <u>E</u> What's your take on this?                            | E. Asking for an opinion in a discussion                                  |
| 21. <u>I</u> Wow, no way!   | F. Expressing interest in a discussion                                    |
| 22. <u>A</u> I know what you are thinking.                        | G. Using repetition for clarification in a lecture                        |
| 23. <u>C</u> Can you tell me more about . . .                     | H. Giving an opinion in a discussion                                      |
|   | I. Expressing surprise in a discussion                                    |

Questions 24—25

Read the lecture excerpts. Choose the one in which key words, and only key words, are underlined.

(1 point each)

24.

A.

In the early 1960's, if you wanted to listen to recorded music, the only real option you had was to listen to what we called records. Today these are usually called vinyl discs. There were two main types: forty-fives and LP's, which stood for "long-playing." Forty-fives were smaller and had only one song on each side. They were called 45's because they spun around 45 times in one minute. LP's were larger, and usually had about six songs on each side, and they spun around thirty-three times a minute.

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25.

A.

In the 1980's, music began to be recorded on compact discs. These are optical discs that store digital data—in this case, music. The next major breakthrough was the MP3 player. The most successful one of these was of course Apple's iPod. Music is generally downloaded from the Internet or from CD's. One iPod can hold thousands of songs but is small enough to fit in your pocket.

B.

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