

EXHIBIT D

IN THE UNITED STATES DISTRICT COURT
FOR THE EASTERN DISTRICT OF TEXAS
TYLER DIVISION

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4 WI-LAN, INC.)
5) DOCKET NO. 6:10cv521
6)
7) Tyler, Texas
8) 1:12 p.m.
9) July 10, 2013
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8 WI-LAN, INC.)
9) DOCKET NO. 6:13cv252
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-vs-)
HTC CORPORATION,
ET AL)

TRANSCRIPT OF TRIAL
AFTERNOON SESSION
BEFORE THE HONORABLE LEONARD DAVIS,
UNITED STATES CHIEF DISTRICT JUDGE, AND A JURY

COURT REPORTERS: MS. SHEA SLOAN
MS. JUDY WERLINGER
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produced by a Computer.

1 that was allocated by the FCC to the service providers
2 could be used to support lots of users all at once.

3 Q. And at a high level, what are some of the
4 techniques that have been used to allow these multiple
5 transmissions to occur on the network?

6 A. Well, there's two that have been talked about
7 already.

8 The first is code division multiple access.
9 That is the use of different codes by different users so
10 they can talk about the same time.

11 I think both parties in this case have used
12 the analogy of language. If one person is speaking
13 English, one person is speaking Spanish, and another
14 speaking French, if you speak English, you might listen
15 in and you can pick out the English, even though several
16 people are talking at once.

17 If everyone is using a different code, you
18 listen for your code, and then you can sort it out, sort
19 out your message from everybody else that's talking.

20 Q. Now, another technology we've heard about in
21 this case is time division multiplexing.

22 A. That's right.

23 Q. What is that?

24 A. That's the equivalent of taking turns talking.
25 You know, the polite dinner party where everybody takes

1 turns, and no one steps on anybody else.

2 So what we see here is a number of slots that

3 have been allocated to different users. User 1 speaks

4 when his or her slot comes up. User 2 speaks. User 3

5 speaks. And then they start over again.

6 So they each take turns, and the people on the

7 right side here know to listen for a specific slot, and

8 then they can follow their conversation.

9 Q. So I want to just take a brief look under the
10 hood of these two technologies and just kind of dig in a
11 little more.

12 So first, let's talk about CDMA. Could you
13 explain how CDMA actually operates to create these
14 different languages, as you suggested a moment ago?

15 A. Okay. Well, what CDMA does, if you'll take a
16 look at this figure, we have a lot of 0s and 1s that are
17 attended -- intended for several different users.

18 CDMA is going to take the bits that are intended for a
19 particular user and encode those bits with that user's
20 code.

21 So what I've used here are colors, different
22 shades of green; but what these codes really are, are
23 strings of 0s and 1s. They're sequences or codes.

24 So the first user, this user here, that user
25 is going to receive bits that have been encoded with his

1 A. Yes. They all set forth the problem towards
2 the beginning of the written description.

3 Q. So what -- I'd like to talk about that, and
4 that problem is identified in the patents themselves?

5 A. Yes.

6 MR. APPLEBY: So let's turn to the next
7 slide.

8 Q. (By Mr. Appleby) And if you could give us a
9 sense of what the patents tell us the problem was that
10 Airspan was looking at when it came up with these
11 inventions.

12 A. Okay. So this is in the part of the patent
13 that's called the background of the invention, but what
14 I'm specifically reading from is written down here.
15 I don't know if you can see that. I can barely see it.
16 It's Column 1, Lines 45 -- Line 45 through Column 2,
17 Line 4.

18 And what it says is that we've got up to 16
19 separate communication signals. These happen to be CDMA
20 signals. So we're supporting 16 different people with
21 our service, whatever it may be.

22 But we have a problem. And that problem is
23 that as more subscribers subscribe, we need more
24 channels. We need to be able to support more people.
25 But we've got this situation in which we're

1 stuck. We've got 16 subscribers already and 16
2 channels. So we have to have some way of expanding our
3 system so that it covers more people.

4 Q. Now, do we have some slides illustrating this
5 problem?

6 A. Yes.

7 Q. So could you explain for us what we see here
8 in this slide?

9 A. Okay. The actual numbers, if you read that
10 part that I was pointing you to, it talks about 16 users
11 and then increasing to a much larger number. Sixteen
12 was a lot of houses to be drawing and then 64, so I
13 changed the numbers a little bit.

14 So what I've got here are four subscribers
15 here, four houses; and they're supported by four codes,
16 which you see here. One code/one house.

17 So each house is receiving its telephone
18 service, TV, cable, whatever the case may be, using its
19 assigned code.

20 And so at this point, everything is great,
21 because we've got four channels, four codes, and four
22 subscribers.

23 Q. So what happens if we need to service more
24 subscribers than just the four that you had shown us
25 here on that slide?

CERTIFICATION

I HEREBY CERTIFY that the foregoing is a true and correct transcript from the stenographic notes of the proceedings in the above-entitled matter to the best of our abilities.

/s/ Shea Sloan
SHEA SLOAN, CSR
Official Court Reporter
State of Texas No.: 3081
Expiration Date: 12/31/14

/s/ Judith Werlinger
JUDITH WERLINGER, CSR
Deputy Official Court Reporter
State of Texas No.: 731
Expiration Date 12/31/14