

Wednesday  
12/18/19

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1 What argument does the professor use to characterize why viruses should be considered living?

- Viruses are free-floating.
- Viruses can reproduce. ✓**
- Viruses are transmitted.
- Viruses are organisms.

2 According to the discussion, what is true about the transmission of viruses?

- They latch on to a host cell.
- They linger in the air.
- They are released during a sneeze.
- All of the above ✓**

3 How does Dr. Hasting characterize childhood viruses?

- As droplet-only viruses
- As respiratory diseases
- As airborne viruses ✓**
- As microbial viruses

4 What must a virus be able to do in order to survive?

- Spread ✓**
- Have a host
- Have direct contact
- Kill all hosts

5 Which of the following is a treatment strategy?

- Use antivirals
- Get a blood test x**
- Take a vaccine
- All of the above

6 What assertion do both the students agree on after listening to the discussion?

- Certain viruses mutate quickly.
- Antivirals provide a benefit over vaccines.
- Immunizations are needed to fight new mutated viruses.
- Vaccines can easily be used. x**

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**Total Score** 100%

**1 Fundamental Skill: Participating in Extended Discourse**

**Vocabulary** 12/12 100%

Listen to the academic discussion on viruses. Then match each vocabulary item with the best definition.

Add this vocabulary and any other useful items from the passage to your vocabulary flashcards or study list.

-03:49

apt	not connected to or influenced by anything	✓
host cell	a very small drop of liquid	✓
free-floating	interesting, exciting, and full of variety	✓
hijack	to take control of something and use it for your own purposes	✓
latch onto	to make something less painful or difficult to deal with	✓
droplet	a living cell capable of being infected by an infectious agent	✓
colorful	to attach or hold tightly	✓
linger	no longer useful because something newer and better has been invented	✓
alleviate	exactly right for a particular situation or purpose	✓
viable	to make a situation or the effects of something less unpleasant, harmful, or serious	✓
mitigate	can work successfully	✓
obsolete	to continue to exist; be noticeable for longer than usual or desirable	✓

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Three SFU professors from the Department of Linguistics (Henry Yeung, Ashley Farris-Trimble, and Chung-hye Han) discuss studying and working in Linguistics.

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Example: "Plants rely on photosynthesis. To put it another way, they will die without the sun."

#### 4. That is to say


Usage: "That is" and "that is to say" can be used to add further detail to your explanation, or to be more precise.

Example: "Whales are mammals. That is to say, they must breathe air."

#### 5. To that end

Usage: Use "to that end" or "to this end" in a similar way to "in order to" or "so".

Example: "Zoologists have long sought to understand how animals communicate with each other. To that end, a new study has been launched that looks at elephant sounds and their possible meanings."



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### Adding additional information to

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into your essays.

#### 9. Likewise

Usage: Use "likewise" when you want to talk about something that agrees with what you've just mentioned.

Example: "Scholar A believes X. Likewise, Scholar B argues compellingly in favour of this point of view."

#### 10. Similarly

Usage: Use "similarly" in the same way as "likewise".

Example: "Audiences at the time reacted with shock to Beethoven's new work, because it was very different to what they were used to. Similarly, we have a tendency to react with surprise to the unfamiliar."

#### 11. Another key thing to remember

Usage: Use the phrase "another key point to remember" or "another key fact to remember" to introduce additional facts without using the word "also".

Example: "As a Romantic, Blake was a proponent of a closer relationship between humans and nature. Another key point to remember is that Blake was writing during the Industrial Revolution, which had a major impact on the world around him."

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#### 12. As well as

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oxford-royale.com/articles/words-phrases-good-essays.html#aid=149ff2a3-035a-435b-9594-17603fde3cfd

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### 19. Having said that

Usage: Used in a similar manner to "on the other hand" or "but".

Example: "The historians are unanimous in telling us X, an agreement that suggests that this version of events must be an accurate account. Having said that, the archaeology tells a different story."

### 20. By contrast/in comparison

Usage: Use "by contrast" or "in comparison" when you're comparing and contrasting pieces of evidence.

Example: "Scholar A's opinion, then, is based on insufficient evidence. By contrast, Scholar B's opinion seems more plausible."

### 21. Then again

Usage: Use this to cast doubt on an assertion.

Example: "Writer A asserts that this was the reason for what happened. Then again, it's possible that he was being paid to say this."

### 22. That said

Usage: This is used in the same way as "then again".

Example: "The evidence ostensibly appears to point to this conclusion. That said, much of the evidence is unreliable at best."

### 23. Yet

Usage: Use this when you want to introduce a contrasting idea.

Example: "Much of scholarship has focused on this evidence. Yet not everyone agrees that this is the most important aspect of the situation."

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### Adding a proviso or acknowledging

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Reading  
Writing  
Speaking

Speaking simulator

2:58 / 5:02

### SECTION 1. QUESTIONS 1-10

#### Questions 1-5

Complete the information below. Write **NO MORE THAN TWO WORDS AND/OR A NUMBER** for each answer.

City Library	
Head Librarian	Example: <u>Mrs. Phillips</u>
Hours	(1) 8:30 _____ to 4:30
Books	
Ground floor	(2) <u>reference books</u>
Second floor	Adult collection
Third floor	(3) <u>children books</u>
Book carts	
Brown cart	books to re-shelve
Black cart	books to (4) <u>repair</u>
White cart	books to (5) <u>take off</u>

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