

12/20/19
Friday

MyEnglishLab University Success ORAL COMMUNICATION TRANSITION LEVEL

Report for Yamaguchi, Saki Date submitted: 20 Dec 2019

Activity assigned by Borchardt, Heather

Activity	Score
Exercise 2 More Practice	100%
Total Score	100%

1 Supporting Skill 2: Recognizing and Utilizing Digressions

Exercise 2 More Practice 6/6 100%

Listen to an academic interview. Drag the digressions and returns you hear to the correct heading.

-01:39

Digressions

- ✓ By the way ...
- ✓ To wander for a minute ...
- ✓ Let me mention that ...

Return to Main Idea

- ✓ To return to ...
- ✓ To continue ...
- ✓ Well, enough of that. As I was saying ...

Exit

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PEARSON ALWAYS LEARNING

MyEnglishLab University Success ORAL COMMUNICATION TRANSITION LEVEL

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Activity assigned by Borchardt, Heather

Activity	Score
Vocabulary	100%
Total Score	100%

1 Supporting Skill 2: Recognizing and Utilizing Digressions

Vocabulary 8/8 100%

Listen to a lecture on the classification of 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.

02:40

consensus

elusive

prominence

replicate

ambiguous

capsid

nucleic acid

bacteriophage

difficult to find or not often seen or achieved

to try to do someone's work or study again, or try to get the same result again

an opinion that everyone in a group agrees with or accepts

a group of complex compounds that carry genetic information, like RNA or DNA

a virus that attacks bacterial cells

something that is unclear, confusing, or not certain, especially because it can be understood in more than one way

the fact of being important and well-known

a coiled structure made of proteins

When a noun clause is preceded by a verb or an adjective of urgency or suggestion, the verb in the noun clause is in the subjunctive form. This chart shows some examples of verbs and adjectives of urgency or suggestion. Can you think of others?

Verbs of Urgency/Suggestion	Adjectives of Urgency/Suggestion
advise	advisable
ask	critical
demand	crucial
insist	imperative
recommend	mandatory
request	recommended
suggest	vital

CHALLENGING OTHERS' IDEAS

In order to gain support, it is often necessary to challenge others' ideas. To effectively challenge, you must question or refute the argument made. In an academic environment, this is often a two-step process. First, it is important to acknowledge your understanding of his or her main point.

Examples

While I understand your position on vaccines, ...

I agree with your idea on vaccines ...

I concur with your idea on vaccines ...

Next, give a specific flaw in the argument. This can be done by using an interrogative, stating a fact, or showing a weakness in the argument presented.

Examples

While I understand your position on vaccines, don't you think more research needs to be conducted?

I agree with your idea on vaccines; however, according to the CDC, 12 million children go unvaccinated a year.

I concur with your ideas on vaccines in theory; however, I don't see the hard evidence to support them.

EXERCISE 4

A. Write an interrogative or declarative sentence for each imaginary situation.

1. Imagine a limit on the research dollars for antivirals and vaccines. (Add an interrogative.)

2. Imagine if taxpayers don't support this research for antivirals and vaccines. (Add a declarative.)

3. Imagine a mass outbreak of a virus that is slowly killing the young and the elderly. (Add an interrogative.)

I read this.

LISTEN

- A. Listen to the panel discussion on 21st century viruses. Take notes as you listen.
 - B. Reread the questions from Before You Listen, Part B. Is there anything you cannot answer? What skills can you use to help find the answers?
- Go to MyEnglishLab to listen again and answer critical thinking questions.

CULTURE NOTE

The Spanish Influenza The Spanish Influenza epidemic occurred in 1918. It was one of the deadliest disasters in human history, infecting approximately five hundred million people across the globe. Many believe that it originated in Spain, or that it infected the greatest number of citizens of Spain. However, that was not the case. It was given the name the "Spanish Flu" during World War I. Due to the war, many countries did not report on the number of citizens infected, but Spain was a neutral country and did report the number of people who fell ill.

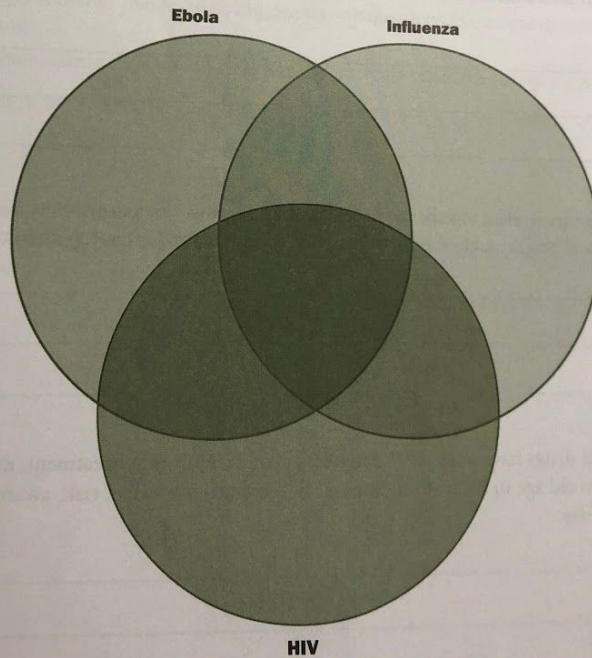
THINKING CRITICALLY

Discuss the questions with another student.

1. How are the three viruses similar? How do they differ?
2. Based on the lecture, what connection can be made between education and the containment of viruses?

THINKING VISUALLY

- A. Using information from the lecture, complete the Venn diagram below with characteristics of Ebola, influenza, and HIV.



- B. Compare your Venn diagram with a classmate.

I did this listening.

