All in one

EAE Learning objectives for this lesson

Learn techniques for listening comprehension, vocabulary, discussion and debate, linking words. Practice your intonation and stress



Activity one: **Questions and Answers**

1. When do you find it difficult to understand people speaking in English?
2. Do you think you are a good listener?
3. How important is listening in your job in general?
4. What would your advice be about how to be a good listener?
5. Do you think that listening is an imporant skill in life?

Activity two: **Read the article**

As a group, take it in turns to read the article, paying attention to your intonation and stress

Listening for key information

When you hear spoken English, in a meeting, on the telephone, in a face to face situation, you might find it hard to understand, or hear, all of the words spoken. Sometimes this makes people feel very negative and say "I didn't understand anything!". It's often a question of expectations. Your aim should be to understand in general the meaning of what is being said, not to understand every word! So change your expectations!

You are not supposed to understand everything and you must not try and translate.The way to feel positive and keep following the conversation, is to have realistic expectations. Expect only to understand the general meaning. Listen out for key words and information. (Important information is often said more slowly, or louder.) Don't get de-stabilized if there is something you don't understand, just keep listening and move on.

Your attitude to listening is very important. If you are listening actively and in a positive way, you are likely to pick up on the important information more easily. So, set objectives before you start listening. Think about what you think is going to be said, think about what you already know about the subject. Get ready and you will be more receptive to the important information.

Recognizing in yourself the challenges of active listening will really help you to be better prepared for each new situation. Prepare yourself by deciding in advance to listen out for the meaning, to think about the context and try to interpret all the clues rather than getting stuck on specific words. Don't let yourself translate word for word. Making notes could help you. Be aware when you loose concentration that you need to focus again on the subject being discussed.

Research* has proved that your intentions and psychological preparation as a listener can really help you to understand better. (*Language Learning Journal - Vandergrift).

So if you consciously intend to focus on the meaning rather than the words, and to find solutions to understand through context, then you will not get lost and you will be able to listen actively even in English!

Jeanette Franklin

What did you think of the article?
Do you agree with the points made?

Activity three: **Find your partner**

Your teacher will give you each a piece of paper, you might have the name of the compound chemical or the symbol of that chemical, walk around the room and find your partner. (Match the name with its symbol)

Activity four: **Listening for key nouns and verbs**

https://www.youtube.com/watch?v=hT_nvWreIhg

Listen to the song and in groups buzz when you hear a word related to one of the pictures. Which group can hear the most words?



















Activity five: **Reading comprehension**

Read the article and answer the comprehension questions

Text adapted from
https://www.theguardian.com/society/2017/sep/14/multiple-time-delayed-drugs-could-be-given-in-single-injection-say-scientists



Multiple injections for vaccinations could become a thing of the past, according to scientists who have developed an approach for delivering many doses of different substances in just one jab.

The technology involves encapsulating drugs or vaccines within tiny particles made of biodegradable polymers. Depending on their makeup, these polymers break down at different points in time, releasing their contents into the body.

Researchers say the approach could allow multiple vaccines to be delivered at once and remove the need for booster jabs. It may also prove handy in treatments for allergies, diabetes and even cancer where multiple injections are needed.

Researchers say it could prove valuable in developing countries, potentially allowing all childhood vaccines and their boosters to be given in one shot.

The process, they reveal, involves making tiny silicone moulds – rather like ice cube trays – into which the biodegradable polymers are pressed and removed to form an array of box-like structures, each about 400 micrometres across. These are then filled with the required drug or vaccine and allowed to dry.

A lid, made from the same polymer, is then lined up on top of each micro-box and the system is briefly heated to seal it and prevent the drug or vaccine from leaking out. When injected into the body, the boxes remain sealed until the polymer disintegrates – an event which occurs rapidly, with the timing dependant on the makeup of the polymer itself.

To test the approach, the team injected mice with microparticles made from one of three different polymers, each filled with a fluorescent substance. Using imaging techniques, the fluorescent substance was seen to be released at about nine days, 20 days or 41 days, depending on the polymer used.

The team also produced microparticles filled with a polio vaccine and exposed them to an antibody test to see if the vaccine's potency was affected by the heat sealing: no such problem was detected.

Finally, mice were injected with two sets of microparticles made from different polymers – one designed to break down after about one week and the other after about five weeks – with both containing a protein found in egg white. The animals' immune response was tracked for 16 weeks.

The results reveal that the filled microparticles triggered a response greater than two regular injections of the same dose of protein spaced four weeks apart. Indeed, the response was on a par with that from two regular injections each with twice the dose – probably down to the microparticles themselves boosting the immune response.

Comprehension questions:

1. What other reasons would this method be useful?
2. Where could benefit the most from this?
3. What is the process that allows them to put all vaccines into one?
4. How did they test the product?
5. In your opinion, what are the limitations of this solution?

Activity six: **Discussion**

What did you think of the information presented in the text?
What is your opinion about potentially having all vacinnes in one jab?
In your opinion, what are the potential risks or benefits to this?

Use linking words to help structure your answers into clear and direct sentances

Firstly
Secondly
Thirdly



To express agreement or disagreement
In my opinion
I don't agree
I fully understand your point of view, but...
I agree with you
I totally agree

Contrasting ideas
On the one hand On the other hand Despite the fact that
Although
On the contrary

To deduce or draw conclusions
Therefore
This means that
What this means is that...
As a result
For this reason
This is why Consequently
Despite this
Hence

To conclude what you are saying
Finally
On the whole
To sum up
In conclusion
All in all
I'd like to conclude by saying

Activity seven: **Listening comprehension**
Your teacher is going to read a text, and with your partner, summarise what was said using these comprehension questions to help you:

1. What do vaccines do?
2. What have they done more than any other medical invention?
3. Are there side effects from having vaccines?
4. How frequently do children have allergic reations to vaccines?
5. Are their any additives in vaccines?
6. What is different about vaccines today than in the past?

DEBATE – Do you agree with the statement that **«The benefits of vaccines far outweigh the risks»**

Activity six: **Can you guess?**
Pick one of the deseases you get vacinated against from the list below and try to describe it to your partner, can they guess which one you chose?

diphtheria, Haemophilus influenzae, hepatitis B, measles, meningitis, mumps, pertussis, poliomyelitis, rubella, tetanus, tuberculosis, and yellow fever

Activity seven: **Role plays**
With a partner act out one of the following role plays

- You are inventing a new vacination, but your colleague doesn't agree that it is needed, you have to argue your reasons why it is important.
- Someone doesn't agree with being vacinated and you have to persuade them that it is good for them to have the vaccinations, but they are very stubborn.
- The lady is convinced they have a desease, but they are just being paranoid, you need to persuade her that there is nothing wrong with her.
- You are having a meeting with a colleague and you both have different opinions about how to conduct your research, so you have to express your opinions and come to a conclusion together.

Extra activity: **Fill in the gaps**
With a partner, fill in the gaps in the following sentences with the correct linking words (there could be more than one right answer for each gap)



1. I have know people who have gotten seriously ill from not being vacinated, _____ I am definitely going to take my children to get them done.

2. I know that there are risks involved with being vacinated, _____ I think the benefits outweigh the risks

3. _____ there are many benefits to being vacinated

4. _____ vacinations are important so are compulsary to have, but _____ people should have the choice whether they are vacinated or not

5. _____ I agree with the statement that the benefits outweigh the risks

6. People need to research about vacines before having them, _____ they will be more informed of what is being injected into their bodies and how it will help.

