Homework 5/100

Watch the video and tell your partner what you can see: *video is silent, play the cut version, student A watches, student B is turned back,afterwards ss* discuss in pairs what problem the video is talking about*, give their ideas, elicit: vector borne diseases, ask to give examples (Malaria, Dengue, Leishmaniasis, Lyme disease, Yellow fever, Japanese encephalitis) 5/95*

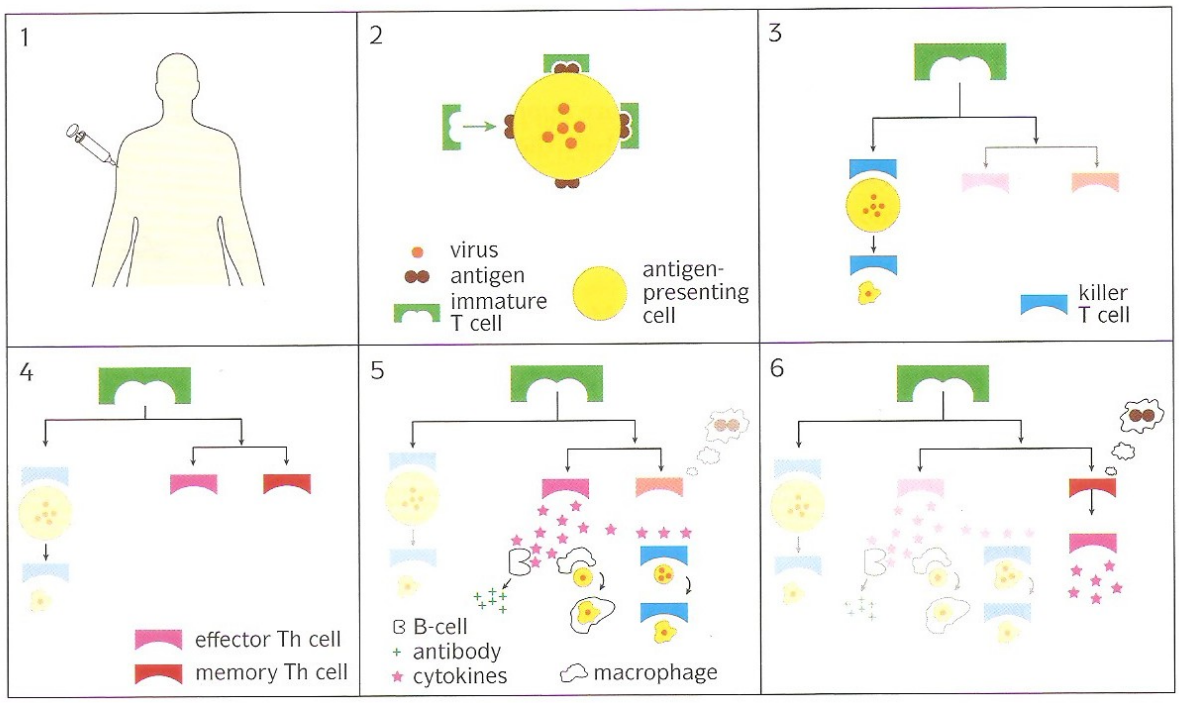
Play it all with the sound on https://www.youtube.com/watch?v=q1P3QupjhYo*, 2:07 – check your answers 3/90*

1. **Look at the online poster advertising a conference, what key information can you receive from it?** *5/87 show a slide*

2. **Find on that poster phrases that refer to definitions below.** First letters are given for you. *Give ss photocopies 3 + 3fdbk: 6/82*

a) an early plan for the conference (some details may change later – p p preliminary program
b) look for further information – c b f u check back for updates
c) money you must pay to attend the conference – r f registration fee
d) soon – i d c in due course
e) the Internet must be used to send personal information for the conference – o r o online registration only
f) the last date that personal information can be sent to the conference organisers – a d application deadline
g) the most important presenters at the conference – k s key speakers
h) the organizers will only accept applications in the order they receive them – on a strictly f c f s b first-come first-served basis
i) to send a written summary of your research because you want to present a paper – s a submit (an) abstract

3. The diagram below shows how the adaptive immune system responds after vaccination with an attenuated (weakened) virus.
   a) **In pairs, discuss what you think the diagram shows.** *6/76*



b answers: a1, b4, c5, d6, e3, f2, 3m + 2 pairs fdbk + 1 T-C fdbk: 6/70

b Match the descriptions (a–f) to the correct parts of the diagram (1–6) in Exercise 2a. The first one has been done for you.

a When foreign material like bacteria or viruses is introduced into the body, the immune system acts to protect the body against the material. Vaccination makes this process happen, so the body is more ready to act if the same material is met again. _____

b Th cells cannot kill infected cells themselves. Instead, they activate and direct other immune cells. There are two groups of Th cells: effector Th cells and memory Th cells. _____

c Effector Th cells secrete cytokines. These are signalling molecules which stimulate other cells such as B cells, which produce antibodies; macrophages, which 'eat' infected cells; and Killer T cells, which attack infected cells. _____

d The memory Th cells on the other hand remember the original antigen which showed that foreign material had entered the body. If they meet this antigen again, they can immediately act like effector Th cells. In this way, vaccination can prepare the body to respond more quickly if there is re-infection with the same virus. _____

e The immature T cells then develop into either Helper T (Th) cells or Killer T cells. Killer T cells can directly attack cells which have been infected by foreign material. _____

f After vaccination, antigen-presenting cells (APC) take in the virus and then start the immune response by presenting antigens on their surface. Immature T cells bind to the antigen and recognise that it is foreign material. _____

Milan is an immunology PhD student researching T-cell responses to viral-based malaria vaccines. He is presenting his research at the 7th European Malaria Conference at Trinity College Cambridge.

A: 2 + 2put ss answers on the board+ '1:30 + 2 final fdbk: ***ca 8/64*** Answers: 1c, 2a, 3b, 4d, 5e

B: ***3/56*** a) Let's begin by looking at b) That's all I have to say about…so now I'd like to move on to c) As I have already said d) I will be returning to those shortly e) As you can see from this image

C: pause after each excerpt and get the answer, put the phrase on the board next to a-5 (Next we'll look at…), b-3 (We've looked at…so now let's turn to…), c-1 (As I mentioned earlier), d-2 (and I'll deal with this point later) or e-4 (the charts here indicate…) ***ca 6/53***

4 a ▶ 10.2 **Below are five extracts from the main part of Milan's presentation. Match the beginnings (1–5) to the endings (a–e). Then listen and check your answers.**

1 A number of potential vaccine types have been developed and	a counting IFN-γ secreting cells has been the preferred method to date.
2 As I have already said,	b using flow cytometry to detect MIG secretion gives us a more accurate way of measuring immune responses.
3 As you can see from this image,	c I will be returning to those shortly.
4 Let's begin by looking at the size of the malaria problem.	d Malaria kills over one million people every year in 109 countries.
5 That's all I have to say about the vaccine itself,	e so now I'd like to move on to looking at judging the response of the immune system to the vaccine.

b **The underlined phrases in Exercise 4a help speakers to organise their presentation clearly and guide listeners through the information. Write the correct underlined phrase to complete the advice below.**

Use:

a _____ : to introduce a new part of the talk
b _____ : to conclude one part of the talk and then begin another
c _____ : to refer back to an earlier part of the talk
d _____ : to refer forward to a later part of the talk
e _____ : to refer to a visual aid

c ▶ 10.3 **Listen to five more extracts from Milan's presentation. For each extract (1–5), you will hear a new way of expressing the functions in Exercise 4b. Listen and decide which function (a–e) best describes each extract.**

d **Look at Audioscript 10.3 on page 102. Find and underline the phrases which express the functions.**

Audioscript 10.3 to print from:
https://is.muni.cz/auth/do/sci/jaz/backup/spol/vyuk/esp/26949537/Audioscript.pdf?lang=en

5. Summing up information from previous activities:

a) **what makes a good poster?** *Get some ideas, refer to the two main visuals from the lesson 2/47*

Show to ss via visualizer the two posters from CE for Scientists, pp89 and 90 (each for 5s), make them discuss in pairs/groups which one was better organized / they liked more and why. *3 disc + 2 fdbk: 5/45*

b – 3 ss ind + 2 fdbk: 5/40

b Complete the advice below about preparing a poster using the words in the box.

abstract colours columns contact font heading number sentences simple text title white space

General points

- Give your poster a (1) _____ which summarises the main idea.
- Keep your poster focused and (2) _____ so someone can understand the key points without any extra explanation.
- Remember that a poster is a summary of your work – so it's not usually necessary to include an (3) _____ .
- Don't forget to include your name and (4) _____ information.

The look of your poster

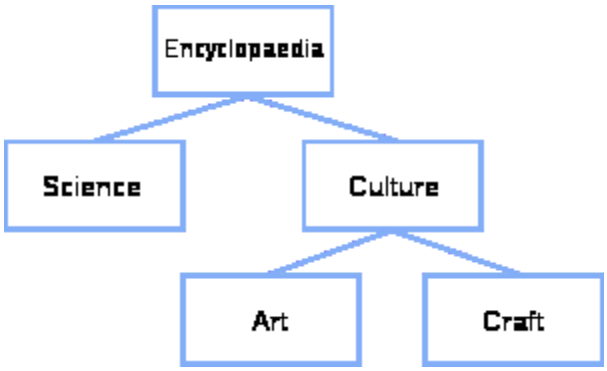
- Arrange information in (5) _____ .
- Use charts and diagrams as much as possible, only using (6) _____ to support your visuals.
- Give each section of your poster a clear (7) _____ in large type.
- (8) _____ each section to guide readers through your poster.
- Leave plenty of (9) _____ around each section to make them stand out more easily.

The text in your poster

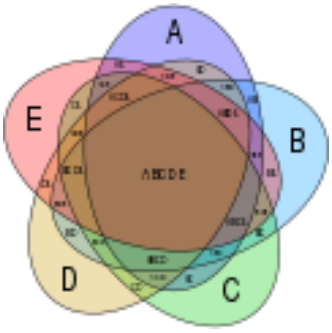
- Use phrases rather than full (10) _____ .
- Try to keep phrases short.
- Choose a (11) _____ size which makes the text easy to read from a distance of 1–2 metres.
- Use different (12) _____ for different kinds of information in the poster – but remember to use them consistently.

Answers: 1title, 2simple, 3abstract, 4contact, 5columns, 6text, 7heading, 8Number, 9white space, 10sentences, 11font, 12colours

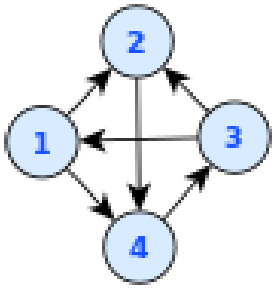
6. Imagine you will have to present a poster at a student conference. What topic will you choose? Look at the visuals below and decide which ones would be most useful for your topic. *2m prep. + 3minutes fdbk: 5/35*



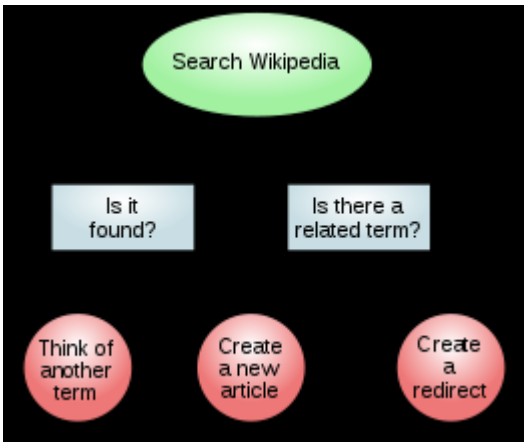
tree diagram



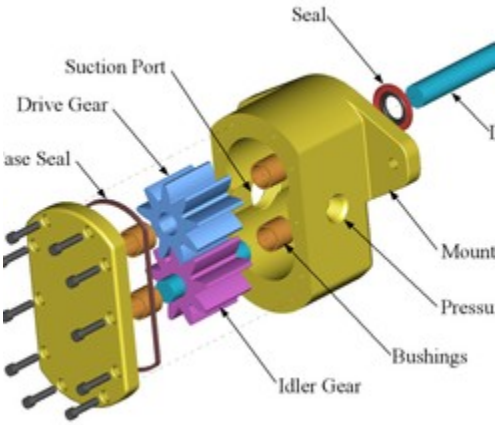
Venn diagram



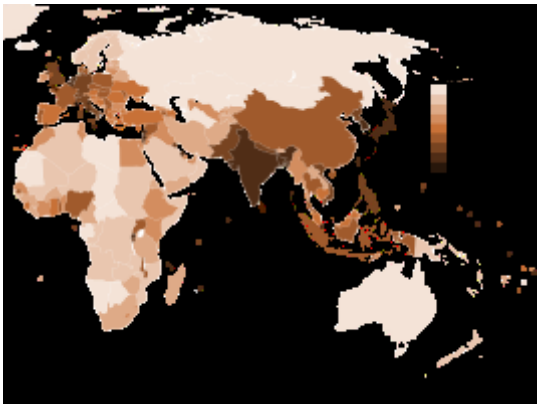
network diagram



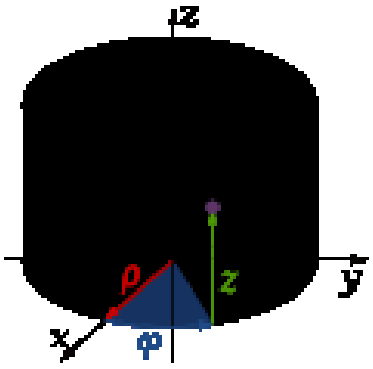
flowchart



exploded view



density map



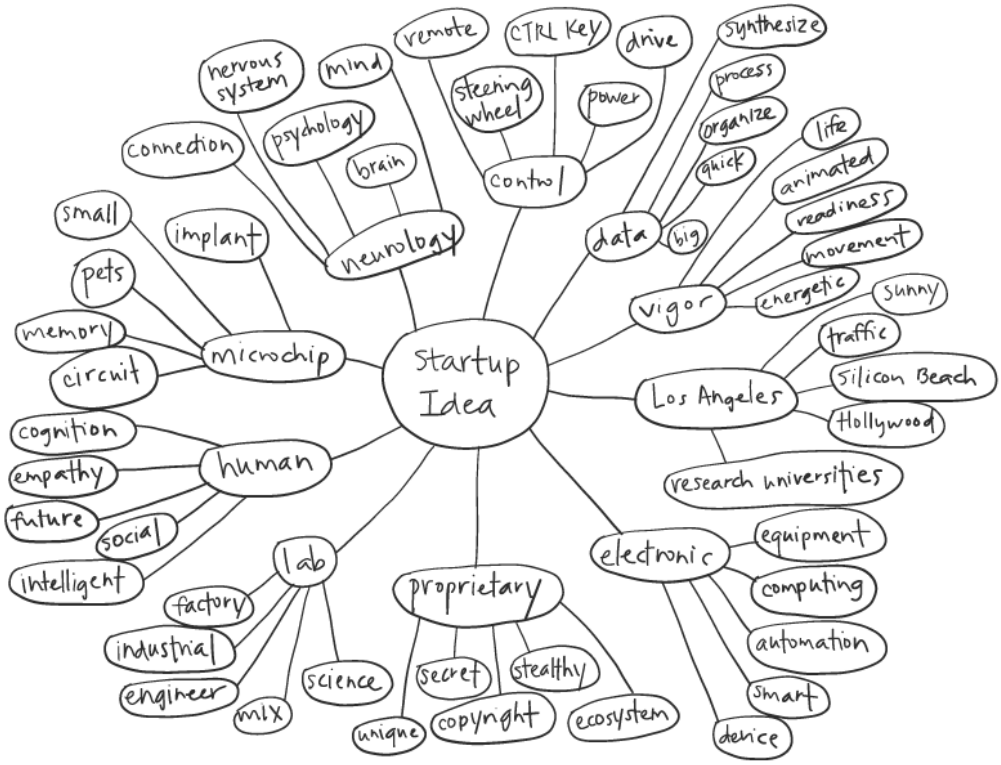
three-dimensional diagram

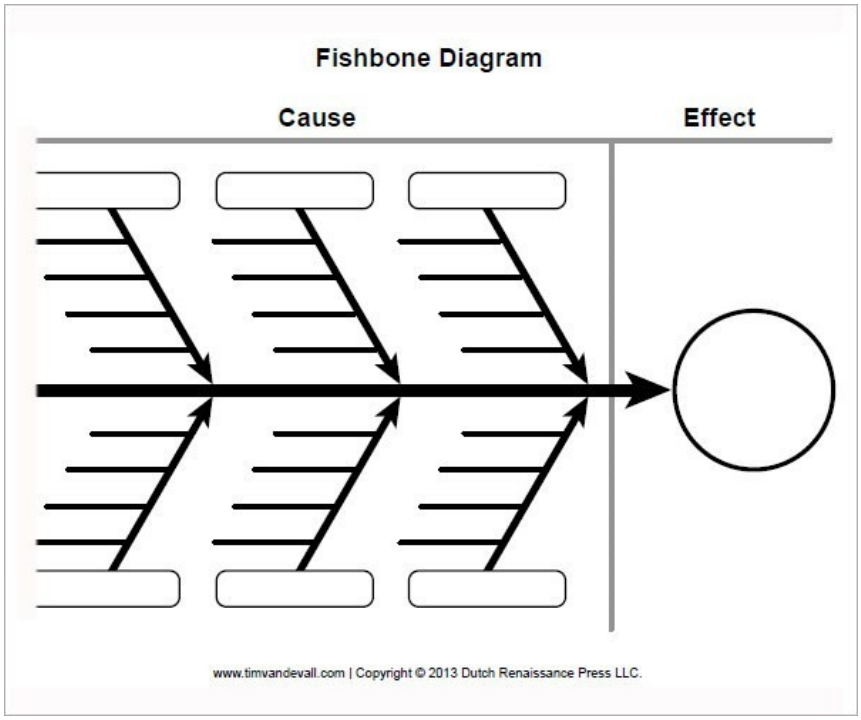
7. Think about a design of a poster to present your topic. There is a new conference rule: your poster cannot include text except for five sentences (max of 15 words each) but it can

include as many illustrations as you wish. Which statements would optimally tell about the topic to your audience?

3m indiv + 5 fdbk: 8/30

8. Use an affinity map or a fishbone diagram to help you realize the most important aspects of the chosen topic. Describe it to your partner *a good tool for revealing ideas and mapping relationships within a topic, helps in summarizing facts about the topic, is focused on causes and effects as well as classifications, etc. 3 ind + 4pair work (2 per student): 7/17*





9. A: Answers: 1-F: Mosi refers to most studies so far, which suggests more than a few have been done, 2-T, 3-F: Mosi used human volunteers who had not had malaria, 4-T, 5-T *1 read +'0:54 list + 2 fdbk: 4/22*
   B: 1: It seems then that, 2: My research though focuses on, 3: most studies so far have, 4: As you can see in this chart/ The second graph shows 5: In this study *have the script photocopied for ss: https://is.muni.cz/auth/do/sci/jaz/backup/spol/vyuk/esp/26949537/Audioscript.pdf 3 + 2fdbk: 5/17*

a ▶ 10.7 **Poster presenters should be prepared to give a short spoken summary of the main points of their research. Listen to Milan's colleague, Mosi, summarising his research and decide whether the following statements are true (T) or false (F).**

1 Few researchers have studied the response of T cells to malaria vaccines. _____
2 Mosi has been investigating the response of a different kind of cell. _____
3 Mosi has used both mouse and rat models in his research. _____
4 Vaccination changed the numbers of one type of cell. _____
5 Mosi concludes that T cells are a good marker of immune system response to vaccines. _____

b **Look at Audioscript 10.7 on page 102. Match the underlined phrases to functions 1–5 below. One of the functions is expressed with two phrases.**

1 drawing conclusions from the research _____
2 explaining how the present research is different _____
3 explaining previous research in the area _____
4 highlighting the key results _____
5 introducing the method _____

10. Reacting to questions from the audience *a: in order: C, B, A 5/12*
    b: 1. Is that what you wanted to know about them? 2. If you want to know more…just send me an email 3. Does that answer your question? 4/7

a ▶ 10.8 **Poster presenters should be prepared to answer questions from conference participants about their research. Listen to the answers (A–C) that Mosi gives to three questions from a conference participant. Write A, B or C next to the correct question.**

- Could you just clarify how the NK cells could be affecting T-cell responses? _____
- Can you tell me what method you used to measure the T-cell and the NK-cell responses? _____
- I can't remember what the difference is between $CD56^{bright}$ and $CD56^{dim}$ NK cells. Can you remind me? _____

b **At the end of each answer, Mosi asks a question or makes an offer to the participant. Put the words in brackets into the correct order.**

1 (about/what/that/you/to/know/is/wanted) them?

_____

2 (more/want/about/to/know/you/if) the specifics of the protocol or the reagents I used, (an/email/me/just/send). The address is here, on this handout and on my card.

_____

3 (your/answer/does/that) question?

_____

HOMEWORK: Now design your poster. Keep to the rule of presenting info top-down, left-right. Print it on A4 paper in colour and bring it to the next class.

Lesson scanned from: Armer, T. (2011) ***Cambridge English for Scientists*** CUP, pp. 79-81, 84-85