



“BESIDE”

MEANINGFUL LEARNING ASSESSMENT GUIDE FOR ACADEMIC TEXT ANALYSIS AND ESSAY WRITING

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Content

FUNDAMENTALS	i
WHAT IS ASSESSMENT?	i
WHAT IS MEANINGFUL LEARNING?	i
HOW THIS ASSESSMENT GUIDE DEALS WITH MEANINGFUL LEARNING?	ii
ASSESSMENT STRATEGIES AND SOURCES OF ASSESSMENT IN THIS GUIDE	iii
CHAPTER 1 Academic Text Analysis and Assessment Practices	1
Introduction to academic text analysis	1
1.1. HOW TO FIND, TOPICS, MAIN IDEAS AND DETAILS	2
1.1.1. What are topics, main ideas and details?	2
1.1.2. How to find the topic, main idea and supporting details of a paragraph?	5
1.1.3. How to find the topic, main idea and supporting details of a whole text	9
1.2. HOW TO IDENTIFY, THE TYPE, PURPOSE AND STRUCTURE OF A TEXT?	20
1.2.1. How to identify the type of text:	20
1.2.2. How to find the purpose of the text	28
1.2.3. How to recognize the structure of the text	32
1.3. HOW TO INFER MEANING FROM CONTEXT	41
1.3.1. How to infer meaning of words from context	41
1.3.2. How to answer comprehension questions	46
CHAPTER 2 Essay writing and assessment practices	57
Introduction to essay writing	57
2.1. HOW TO USE PARTS OF THE SPEECH EFFICIENTLY	58
2.2. HOW TO WRITE EFFECTIVE SENTENCES?	63
2.2.1. How to write sentences, clauses and phrases	64
2.2.2. How to link sentences and ideas.	66
2.2.3. How to use commas in a sentence.	71
2.3. HOW TO WRITE PARAGRAPHS	77
2.3.1. How to write an effective paragraph	78
2.4. HOW TO WRITE INTRODUCTIONS OF ESSAYS	82
2.4.1. Parts of an introduction	82
2.5. HOW TO WRITE CONCLUSIONS OF ESSAYS	88
2.5.1. Parts of a conclusion	88

Fundamentals

WHAT IS ASSESSMENT?

Assessment, which comes from the Latin root “seated beside” (Online Etymology Dictionary, 2015) is described as the ongoing process of gathering and discussing information from diverse sources - professors, peers and the student by him/herself – so that students will develop a deep understanding of what they know, comprehend, and can do with their knowledge as a result of their experiences carried out in class or out of it; the process finishes when results are used to improve subsequent learning and achieve the course goals. (Indiana University, s.f.)

This process is important for learning a language and must be included in the procedures of evaluating not only the students' language performance but also their EFL learning process (Cohen, 1994). The author establishes how testing and other ways to assess performance must be considered. According to Cohen, the concept of evaluation is quite different from the one we have in mind. Tests not always show what students know, that is why we need something else to complement the process of learning. This extra thing needed in the process must be “assessing”. Cohen points out that assessment practices are also very valuable for teachers who need to rely on something valid to value their teaching practices.

Since assessment seems to have such a high value for teachers and students, Evaluation is set apart in this guide which presents a collection of assessment strategies (step by step practices) which will help students and teachers achieve the course objectives.

WHAT IS MEANINGFUL LEARNING?

Dr. David Ausubel contradicts the rote learning theory and presents the cognitive structure as key concept. He says that learning is the sum of all kind of knowledge we have acquired, as well as, the relationships among the facts, concepts and principles that make up that knowledge. Learning for Ausubel means to add something new to our cognitive structure and attach it to our existing knowledge that is located there. He says everything we already know is connected with what we are learning and only if we relate the former thing with the new thing there will be a production of new knowledge. (Ausubel, 1967).



Meaningful learning related to the learning of foreign languages supports the contradiction established by Ausubel related to rote learning, which is only effective on a short term basis. A Foreign language skills, English in this case, to be learned needs to construct a well-defined structure that will allow students, step by step, build their own knowledge, use it, and after building a base, construct their academic skills on. Without this previous structure, constructing academic skills would be almost impossible.

When students learn something in a mechanical way (rote learning) they tend to forget easily and are not able to apply that knowledge in situations they need. For example, in reading, when students are analyzing an academic text they have to go back to the pages of a dictionary to look up the translation of the word because they do not remember it, instead of relating the meaning of the word to the context of the reading. It is even more difficult for students who do not have bases of English (have not constructed the structure needed) to build new knowledge on. For this reason, it is especially difficult for some students to read academic texts.

According to Ausubel L2 acquisition is best "assisted in the beginning by means of a slower rate of speech that is progressively accelerated as oral comprehension improves". (Meaningful Learning, 2015) This is also applied for writing which is one of the central issues of this guide. For example, if students know how to use the parts of the speech correctly, they will be able to construct effective sentences as well. If the students make effective sentences, then they will be able to write paragraphs accurately, and if the students write accurate paragraphs, the final product, essays, will be reasonable well written. Structure-based learning is the way in which knowledge is best acquired.

HOW THIS ASSESSMENT GUIDE DEALS WITH MEANINGFUL LEARNING?

This assessment guide focuses on students' learning and offer them themes and subthemes systematically ordered, consequently, every student will be able to construct their knowledge on which he/she can support the new knowledge. Learning happens when assessment is done and feedback is provided and applied by students. This guide is structured as follows:

CHAPTER 1: ACADEMIC TEXT ANALYSIS WITH ASSESSMENT PRACTICES

1.1. How to find the topic, main ideas and details.

- 1.1.1. What are topics, main ideas and details.
- 1.1.2. How to find the topic, main ideas and details of a paragraph.
- 1.1.3. How to find the topic, main idea and details of a whole text

1.2. How to differentiate the type, purpose and structure of the text.

- 1.2.1. How to differentiate the type of text?
- 1.2.2. How to distinguish the purpose of the text?
- 1.2.3. How to recognize the structure of the text?

1.3. How to infer meaning from context

- 1.3.1. How to infer meaning of words from context
- 1.3.2. How to answer comprehension questions about the text?

CHAPTER 2: ESSAYS WRITING

2.1. How to use parts of speech effectively

2.2. How to write effective sentences

- 2.2.1. How to use connectors, transition words and sign post to link sentences and ideas
- 2.2.2. How to use commas in sentences

2.3. How to write paragraphs

2.4. How to write introductions of essays

2.5. How to write conclusions of essays

ASSESSMENT STRATEGIES AND SOURCES OF ASSESSMENT IN THIS GUIDE

The first chapter of this guide, which is related to Text Analysis will use the following assessment strategies to monitor the advance of the students. Assessment must come from different sources to make it more valid.

- **Think pair and check - peer assessment**

Take a few minutes to think about your answers. Next, pair with a designated partner to compare thoughts before sharing with the whole class. (Adlit.or)

Peers will check and provide feedback according to the explanation done by the teacher

Teacher will conference at the end of the class to provide a more specific feedback.

- **Information transfer – peer assessment**

Every student will get a paper with the reading to be analyzed. He or she will identify the requested information and transfer it to a graphic organizer. (Esol online, 2014)

Peers will check for coincidences, discuss the results and provide feedback.

Teacher will conference at the end of the activity.

- **One sentence summary – teacher’s assessment**

This strategy will be applied for finding main ideas of longer texts (it can also be applied for paragraphs) students will have the reading, they will analyze it according to the practices carried out in class, and then will try to summarize it in only one sentence (this will be the main idea of the text) (asociated, 2009)

Teachers will check and conference at the end of the activity

- **Multiple choice quiz – teacher’s assessment**

This multiple-choice quiz includes all kinds of supporting details and comprehension questions: main idea, details, inference, out of context, lexical, applied and affective comprehension (Mogarry, 2012) and will test the level of comprehension the student have at this point.

Teachers will check, grade (optional) and conference at the end.

- **Questionnaire – self assessment**

From different options, students will chose the correct ones according to the information asked for. Every student will self- assess his/her own development of skills at this point.

The second chapter of this guide, which is related to Essay Writing, will use the following assessment strategies to monitor the students’ advance. Assessment must come from different sources to make it more valid.

Writing correction code – peer and teachers evaluation

It is a set of codes which optimizes learning opportunities from mistakes learners make in written assignments. (Kaye, 2007) This strategy will be used to see how effectively students use parts of speech to write sentences and paragraphs. Peers will check first and then teacher will do it too. Feedback will be provided from both parts.

The writing correction code is the following:

R	Register
P	Punctuation
WW	Wrong word
WF	Wrong form
WT	Wrong time
?	Not clear
WO	Wrong order
SP	Spelling
X	Extra word.
M	Missing word.
!	Silly mistake!
RW	Try re-writing

(Kaye, British Council BBC, 2016)

(Kaye, British Council BBC, 2016)

- **Check list – peer assessment**

In education, a checklist is a list of features referred to for verifying; comparing, ordering, etc. that are taken into account to complete an assignment. Teacher will write a checklist and the same students will check their work. The teacher will provide feedback.

- **Rubrics**

Rubric is a part of authentic assessment; it shows the criteria which states and describes the components of the final work. (ilearn.org, 2015) It will be used at paragraph and essay writing to give students a clear target of proficiency to aim for. This rubrics will provide feedback from three sources. At first, students themselves will assess their work based on the criteria stated in the rubric, then peers will check and provide feedback and finally the course teacher will assess student work based on the same criteria.

FEEDBACK

Assessment feedback is seen as an integral part of learning (Evans, 2014), therefore two types of feedback will be provided with the assessment practices.

Metacognitive feedback is a critical procedure that involves two processes: the ability to monitor one's cognitive activities, and the ability to take corrective steps when a problem has occurred (Jason Tan, Gautam Biswas, Daniel L. Schwartz). Teachers and peers will provide this type of feedback by using codes, therefore students will be able to reflect, correct their errors and produce learning experiences. (INQUIRE, 2008)

Criterion-referenced feedback, since assessment in the second part uses rubrics; the feedback provided will be focused on the criteria stated in the rubrics. (Valenzuela, 2002) Criteria will assess the ability to correctly use parts of speech, grammar and conventions when writing sentences, paragraphs and the complete essay.

CHAPTER 1

1. Academic Text Analysis and Assessment Practices

INTRODUCTION TO ACADEMIC TEXT ANALYSIS

The Open University of Israel in its on line magazine the “Road to Academic reading and writing” states that academic reading differs from reading magazines or other entertainment books (The Open University of Israel , s.f.). In an academic text, the following aspects are usually found: abstract questions and issues, facts and evidence to support claims, logic to build arguments and defend positions, clearly-defined structure, and carefully chosen words to present concepts and arguments as effectively as possible and persuasion to convince to accept the author’s positions.

Academic text analysis is described as the process to break down the text and study the parts. Text analysis have to consider the following aspects: identify the type of text, the author's thesis and purpose, Analyze the structure of the passage by identifying all main ideas, consult a dictionary or encyclopedia to understand material that is unfamiliar, determine the purpose,

evaluate the means by which the author has accomplished his purpose: describe, explain or persuade (The Open University of Israel , s.f.)

It deals with reading concepts and ideas related to subjects that are studied at college or university. Text analysis usually requires that a student identifies the type, the purpose, the structure of the text and to use the established criteria to evaluate the author's efficiency on passing the message.

1.1. HOW TO FIND, TOPICS, MAIN IDEAS AND DETAILS

2

The first steps in analyzing a text are to understand what the concepts of topic, main idea and supporting details are and how to find them in a paragraph, thus you can have a clearer picture of what the main idea of the text you are reading is.

1.1.1. What are topics, main ideas and details?

What is a topic?

The specific problem, idea or person that acts as the main character of a paragraph, essay, report, or speech. (Nordquist, 2015). It is the *who* or the *what* the reading is about.



What is a main idea?

A main idea is the most important point of the reading without all the details that back it up. It is the big picture. The most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about, or what it is said about the topic. The main idea answers the question what is the point the writer is making? (K5 chalkboard, 2015) The main idea is also called the thesis, main point, central focus, gist, controlling idea, and central thought. (Pearson Education, 2015)

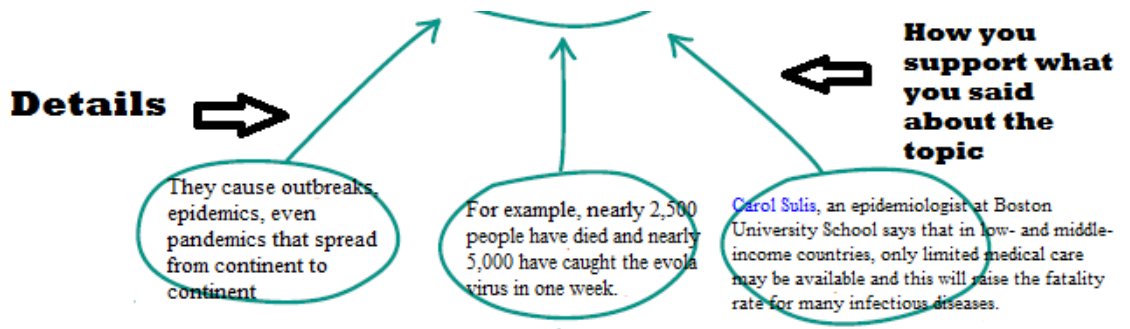
Sometimes the main idea can be clearly stated in the reading and other times not, and you have to infer or imply what the main idea is. (Roell, 2015)



What are details?

When reading, it is essential to notice important details. Supporting details are those reasons, examples, facts, steps, numbers, or any other kind of evidence that explain or add something to the main idea. (Study.com, 2015) These details are essential to develop reading comprehension. Sometimes the text does not make any sense if a detail is missed.

There are two types of details in the reading; those that are clearly read and found and those that you have to understand, imply or predict from what you read, that means reading between lines.

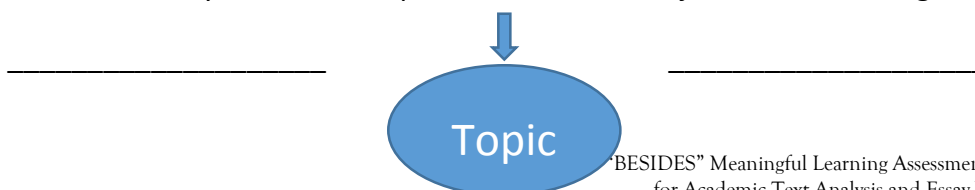


Practice

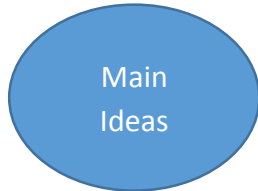
Focus: Differentiating the topic, main idea and details.

Instruction: With your teacher brainstorm about topics, main ideas and supporting details.

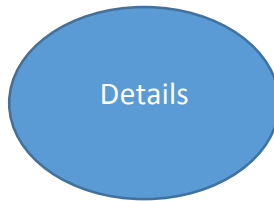
Usually, one word or phrase that is the subjects of the reading



What is said about the topic.



Examples, claims and facts that support what you said about the topic



Assessment

Name: _____

Date: _____

Assessment focus: differentiating topic, main ideas and supporting details

Assessment source: Peer assessment

Assessment strategy: Think, Pair and Check

Instructions: Read the following words phrases and statements, think and decide whether they are topics, main idea or supporting details. Use the table and letters to classify them, then pair up with a friend, check and reflect on the wrong answers.

- a. The nutrition of an athlete
- b. Abortion
- c. Genetic engineering may have serious complications.
- d. Milk ingest is prejudicial for teens

- e. Drinking alcohol
- f. For example, medical students are being affected by stress due to the long hours of study.
- g. Financial problems and excessive work hours cause anxiety, which is one of the major causes of stress.
- h. Cloning in the 21th century
- i. The first vitro-fertilization attempt was carried out in 1997.

Topics	Main Ideas	Details

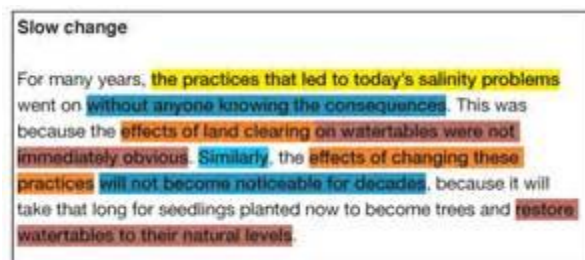
Feedback:

- Peers will check the correct ✓ and incorrect ✗ answers and provide a rationale for his/ her reasons.
- Teacher will conference at this point.
- Student will reflect and correct his/her mistakes.

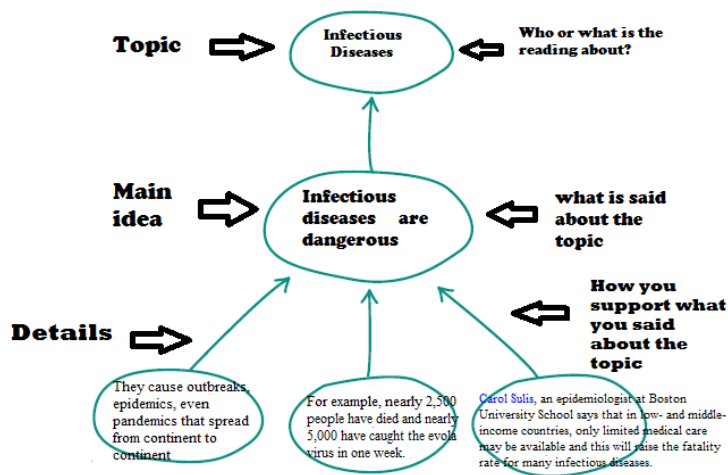
1.1.2. How to find the topic, main idea and supporting details of a paragraph?

In order to find the topic, main idea and supporting details of a paragraph, scanning, which is a technique that is used to specifically look for details in a reading is used. This technique works together with the following strategies:

Underlining.- A very useful strategy to find the details is underlining the most important words or phrases, and then you can check if what you underlined is general (topic) or specific and if it refers to the main idea in some way (details). Supporting details are always more specific than the main idea. (www.humber.ca, 2015). Use different colors to differentiate the topic, main ideas and details.



Transferring.- Other strategy that efficiently helps us in differentiating the topic, main idea and details is transferring information to a graphic organizer. Then it would be easy to understand the main idea of what you are reading.



Questioning.- It is a good idea to question yourself with the following questions:

- Who or what is this about?
- What are the important details?
- What main idea is the author trying to convey about the topic? (Pearson Education, 2015)
- Is the main idea stated or inferred?

Practice

Focus: finding topic, main idea and supporting details of paragraphs.

Instructions:

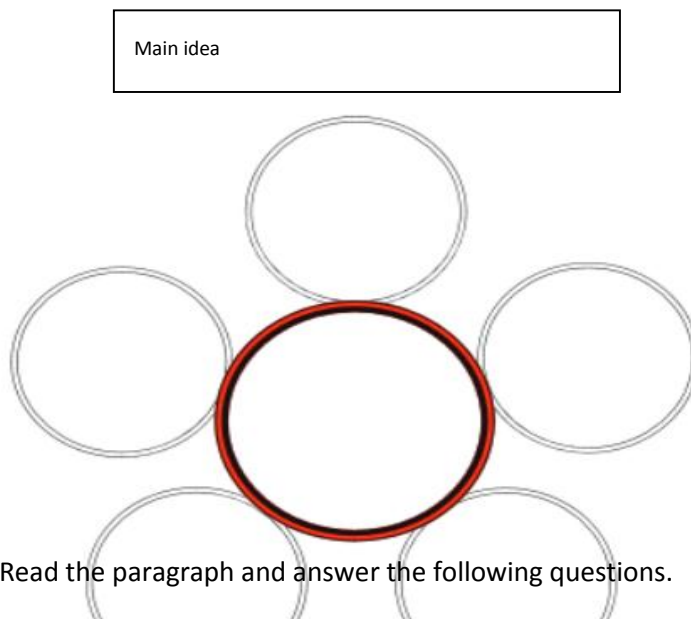
Activity 1.- Read the paragraph and **underline** with different colors the topic (who or what is the reading talking about) and use a different color for the details (what is it said about the topic) then, establish the main idea the author is trying to convey.

■ Topic ■ Main idea ■ Details

Medicines for many diseases can be created through genetic engineering. For example, the disease diabetes is caused by the lack of insulin. Genetic engineering creates its own insulin. Many diabetic people's lives could be saved through genetic engineering. The process making the insulin cuts and creates genes to produce the insulin. In the future, it may even possible to cure cancer! Although cancer may be a while until it has a cure, heart diseases are already being cured right now. There is a company called Cardiovascular Genetic Engineering that has found out the cure for heart diseases and are right now working on a cure for cancer. (Benefits of Genetic Engineering, 2015)

Activity 2: Read the paragraph; transfer the information to a graphic organizer.

There are several reasons why the conventional medical community is often dismissive of alternatives. Firstly, there has been little scientific research into such medicine, so there is a scarcity of evidence to support the claims of their supporters. Furthermore, people often try such treatment because of recommendations from friends, and therefore come to the therapist with a very positive attitude, which may be part of the reason for the cure. Moreover, these therapies are usually only useful for long-term, chronic conditions. Acute medical problems, such as accidental injury, often require methods that are more conventional. (ieltsbuddy.com, 2013)



Activity 3: Read the paragraph and answer the following questions.

Tar and nicotine are not the only harmful chemicals in cigarettes. In fact, tars account for only 8 percent of tobacco smoke. The remaining 92 percent consists of various gases, the most dangerous of which is carbon monoxide. In tobacco smoke, the concentration of carbon monoxide is 800 times higher than the level considered safe by the U.S. Environmental Protection Agency (EPA). In the human body, carbon monoxide reduces the oxygen-carrying capacity of the red blood cells by binding with the receptor sites for oxygen. This causes oxygen deprivation in many body tissues. (Donatelle, 2002)

- Who or what is this about? (topic)

- What are the important details?

- What main idea is the author trying to convey about the topic?

- Is the main idea stated or inferred?

Assessment

Name: _____

Date: _____

Assessment focus: finding topic, main ideas and supporting details of a paragraph

Assessment source: Peer assessment

Assessment strategy: Information transfer

Instructions: Read the following paragraph, take a few minutes to think and scan the topic and details in this paragraph. Use one of the strategies showed above (underlining, transferring or questioning) Next, pair with a designated partner to compare thoughts before sharing with the whole class.

In 1993, a pamphlet by National Heart, Lung, and Blood Institute was released heralding Gene Therapy. Although gene testing had been around and used for various procedures and breakthroughs, gene therapy had the potential to change the face of research, as we knew it. Medical scientists had finally found a way to manipulate human genes and possibly change faulty genes in an attempt to replace them in order to treat and cure diseases. Thus, the first patients were treated at the National Institutes of Health (NIH) in Bethesda, Maryland. Two years after receiving their last infusions of generally altered cells to boost their weakened immune systems, the first patients ever to undergo gene therapy are still healthy and benefiting from the treatment. According to a historic research paper published in Science on October 19, 1995, the two girls still have white blood cells bearing copies of the replacement ADA gene. Patient One, whose health improved significantly following gene therapy, has maintained a normal white blood cell count as well as measurable levels of the ADA enzyme, which was almost nonexistent prior to the treatment. The process was less efficient in Patient 2. Only about one percent of her T cells incorporated the virus into their DNA. (custom essay-cheap.com, 2015)

(custom essay-cheap.com, 2015)

Draw here your graphic organizer

Feedback: peers will provide feedback and teacher will conference after the activity

1.1.3. How to find the topic, main idea and supporting details of a whole text

Once, you have learned how to find the topic, main idea and details of a paragraph, it is going to be easy to work on a whole text. These steps may help you in this hard task.

Preview

In order to get some help, look for clues in introductions, titles, headings, subheadings boxed information chapter, bold words, pictures, charts, and graphs. This will help you discover what the writing is about (topic).

Read

the entire text, looking for the specific details. Re-read to find and highlight key words and concepts.

Focus

on finding the main ideas in particular paragraphs of the whole text. Generally, each paragraph of the whole piece of writing is a group of sentences dealing with one idea related to that topic.

Infer

establish Relationships among main ideas in related paragraphs from longer selections. How these ideas go together/ What do these ideas have in common? The main idea of the text will be a general statement which includes the evidence existing in the paragraph.

10

Reading for details

Details of a reading are explicitly stated in the text. This is also called literal comprehension (Hand in Hand education, 2015) because you easily find the answer to the questions in the text.

For example:

Text: *The topics of science, research, and athletics explored through being a student-athlete have prepared me for the medical field. Like a clinician, I quizzically explore topics in science and research with the same fervor that I approach my training plans and racing schedule.* (www.stanford.edu, 2014)

Question: What types of topics did the author explore like a clinician?

Answer: topics in science and research

Practice

SKILL FOCUS: Finding the topic, main idea and supporting details of a text.

Instructions: Read the text and follow the steps (preview, read, focus, infer) to find the topic, main idea and details of the text.

Infectious diseases: HIV/AIDS



11

What is AIDS?

AIDS stands for: Acquired Immune Deficiency Syndrome. AIDS is a medical condition. A person is diagnosed with AIDS when their immune system is too weak to fight off infections. Since AIDS was first identified in the early 1980s, an unprecedented number of people have been affected by the global AIDS epidemic. Today, there are an estimated 35.3 million people living with HIV and AIDS worldwide.

What causes AIDS?

Acquired Immune Deficiency Syndrome, HIV causes shortened AIDS. Some people may refer to AIDS as advanced HIV infection. HIV is a virus that gradually attacks immune system cells. As HIV progressively damages these cells, the body becomes more vulnerable to infections, which it will have difficulty in fighting off. It is at the point of very advanced HIV infection that a person is said to have AIDS. If left untreated, it can take around ten years before HIV has damaged the immune system enough for AIDS to develop.

What are the symptoms of AIDS?

A person is diagnosed with AIDS when they have developed an AIDS related condition or symptom, called an opportunistic infection, or an AIDS related cancer. The infections are called 'opportunistic' because they take advantage of the opportunity offered by a weakened immune system. It is possible for someone to be diagnosed with AIDS even if they have not developed an opportunistic infection. AIDS can be diagnosed when the number of immune system cells (CD4 cells) in the blood of an HIV positive person drops below a certain level.

Is there a cure for AIDS?

Worryingly, many people think there is a 'cure' for HIV, the virus that causes AIDS - which perhaps makes them take risks that they otherwise wouldn't. However, there is still no cure for HIV. The only way to ensure that you avoid AIDS is to be aware of how HIV is transmitted and how to prevent HIV infection. However, people can take antiretroviral treatment, which suppresses the HIV virus. This can prevent them from reaching a point where they are diagnosed with AIDS. In addition, in some cases, it is possible for a person who has an AIDS diagnosis to regain a strong immune system with antiretroviral therapy. However, once somebody is diagnosed with AIDS, officially they keep this diagnosis for life even though in reality, an opportunistic infection may be cured or the number of immune system cells (CD4 cells) in their blood may increase to recommended levels.

How many people have died from AIDS?

Since the first cases of AIDS were identified in 1981, more than 30 million people have died from AIDS. An estimated 1.7 million people died as a result of AIDS in 2011 alone. Although there is no cure for AIDS, HIV infection can be prevented, and those living with HIV can take antiretroviral drugs to prevent or delay the onset of AIDS. However, in many countries across the world access to prevention and treatment services is limited. Global leaders have pledged to work towards universal access to HIV prevention and care, so that millions of deaths can be averted.

How is AIDS treated?

Antiretroviral treatment can significantly prolong the lives of people living with HIV. Modern combination therapy is highly effective and someone with HIV who is taking treatment could live for the rest of their life without developing AIDS. An AIDS diagnosis does not necessarily equate to a death sentence. Many people can still benefit from starting antiretroviral therapy even once they have developed an AIDS defining illness. Better treatment and prevention for opportunistic infections have also helped to improve the quality and length of life for those diagnosed with AIDS. Treating some opportunistic infections is easier than others are. Infections such as herpes zoster and candidiasis of the mouth, throat or vagina, can be managed effectively in most environments. On the other hand, more complex infections such as toxoplasmosis, need advanced medical equipment and infrastructure, which are lacking in many resource-poor areas. It is also important that treatment is provided for AIDS related pain, which is experienced by almost all people in the very advanced stages of HIV infection.

Why do people still develop AIDS today?

Even though antiretroviral treatment can prevent the onset of AIDS in a person living with HIV, many people are still diagnosed with AIDS today. There are four main reasons for this: In many resource-poor countries, antiretroviral treatment is not widely available. Even in wealthier countries, such as America, many individuals are not covered by health insurance and cannot afford treatment. Some people who became infected with HIV in the early years of the epidemic before combination therapy was available, have subsequently developed drug resistance and therefore have limited treatment options. Many people are never tested for HIV and only become aware they are infected with the virus once they have developed an AIDS related illness. These people are at a higher risk of mortality, as they tend to respond less well to treatment at this stage. Sometimes people taking treatment are unable to adhere to, or tolerate the side effects of drugs.

Caring for a person with AIDS In the later stages of AIDS, a person will need palliative care and emotional support. In many parts of the world, friends, family and AIDS organizations provide home based care. This is particularly the case in countries with high HIV prevalence and overstretched healthcare systems. End of life care becomes necessary when a person has reached the final stages of AIDS. At this stage, preparing for death and open discussion about whether a person is going to die often helps in addressing concerns and ensuring final wishes are followed.

(Avert- , 2015)

Step 1: Preview - read the title and subtitles.

What is the topic of the reading?

Step 2: Read - Highlight the key words and details

Step 3: Focus: what is the main idea of each paragraph?

Paragraph1: _____

Paragraph2: _____

Paragraph3: _____

Paragraph4: _____

Paragraph5: _____

Paragraph6: _____

Paragraph7: _____

Step 4: Infer: How are the ideas of the paragraphs connected? What do they have in common?

The main idea of the text is:

Reading for details

As you read the text *Infectious diseases: HIV/AIDS*, in the step two, you underlined the key words and concepts. Among them, find the answer to the following questions. If not, read the text again and you will find them.

1. When is a person diagnosed with AIDS?

2. When was AIDS first identified?

3. How many people live with HIV and AIDS worldwide?

4. The text states that AIDS occurs because...

5. When does the body become more vulnerable?

6. According to the text, if infections called “opportunistic” occur then

7. What is the only way to ensure that a person avoid AIDS?

8. What is the treatment to prevent or delay the onset of AIDS?

9. What kind of infections are harder to treat in a VHI patient?

10. Why do people still develop AIDS

Assessment

Name: _____

Date: _____

Assessment focus: finding topic, main ideas and supporting details of a text

Assessment source: teacher's assessment

Assessment strategy: One sentence summary

Instructions: Carry out the whole process of finding topics, main ideas and details and then summarize it in a single sentence, which will be the main idea of the whole text.

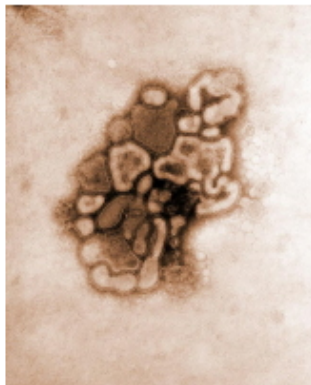
15

SWINE FLU H1N1

Author: Michael Stuart Bronze, MD; Chief Editor: Russell W Steele, MD

Practice Essentials

Swine flu is a highly contagious respiratory disease in pigs caused by one of several swine influenza virus (see the image below). Transmission of swine influenza viruses to humans is uncommon. However, the swine influenza virus can be transmitted to humans via contact with infected pigs or environments contaminated with swine influenza viruses.



Swine influenza virus. Colorized transmission electron micrograph (37,800X) of the A/New Jersey/76 (Hsw1N1) virus under plate magnification. Image taken during the virus' first developmental passage through a chicken egg. Courtesy of the CDC/Dr. E. Palmer; R.E. Bates.

Signs and Symptoms

Manifestations of H1N1 influenza are similar to those of seasonal influenza. Patients present with symptoms of acute respiratory illness, including at least two of the following:

- Fever
- Cough
- Sore throat
- Body aches
- Headache
- Chills and fatigue
- Diarrhea and vomiting (possible)

In children, signs of severe disease include apnea, tachypnea, dyspnea, cyanosis, dehydration, altered mental status, and extreme irritability.

Diagnosis

The CDC criteria for suspected H1N1 influenza are as follows ^[2]:

- Onset of acute febrile respiratory illness within 7 days of close contact with a person who has a confirmed case of H1N1 influenza A virus infection, or
- Onset of acute febrile respiratory illness within 7 days of travel to a community (within the United States or internationally) where one or more H1N1 influenza A cases have been confirmed, or
- Acute febrile respiratory illness in a person who resides in a community where at least one H1N1 influenza case has been confirmed.

Management

Treatment is largely supportive and consists of bed rest, increased fluid consumption, cough suppressants, and antipyretics and analgesics (e.g., acetaminophen, no steroidal anti-inflammatory drugs) for fever and myalgia. Severe cases may require intravenous hydration and other supportive measures. Antiviral agents may also be considered for treatment or prophylaxis.

BACKGROUND

Swine influenza is a highly contagious respiratory disease in pigs caused by one of several swine influenza A viruses. In addition, influenza C viruses may also cause illness in swine. Current strategies to control swine influenza virus (SIV) in animals typically include one of several commercially available bivalent swine influenza virus vaccines.

□

Transmission of swine influenza viruses to humans is uncommon. However, the swine influenza virus can be transmitted to humans via contact with infected pigs or environments contaminated with swine influenza viruses. Once a human becomes infected, he or she can then spread the virus to other humans, presumably in the same way as seasonal influenza is spread (i.e., via coughing or sneezing).

HISTORY

The ability to trace outbreaks of swine flu in humans dates back to investigation of the 1918 Spanish influenza pandemic, which infected one third of the world's population (an estimated 500 million people) and caused approximately 50 million deaths. In 1918, the cause of human influenza and its links to avian and swine influenza was not understood. The answers did not begin to emerge until the 1930s, when related influenza viruses (now known as H1N1 viruses) were isolated from pigs and then humans.^[3]

In humans, the severity of swine influenza can vary from mild to severe. From 2005 until January 2009, 12 human cases of swine flu were reported in the United States. None was fatal. In 1988, however, a previously healthy 32-year-old pregnant woman in Wisconsin died of pneumonia as a complication of swine influenza.

A 1976 outbreak of swine influenza in Fort Dix, New Jersey, involved more than 200 cases, some of them severe, and one death.^[4] The first discovered case involved a soldier at Fort Dix who complained of feeling weak and tired. He died the next day.

The fear of an influenza pandemic in 1976 led to a national campaign in the United States designed to immunize nearly the entire population. In October, 1976, approximately 40 million people received the A/New Jersey/1976/H1N1 vaccine (i.e. swine flu vaccine) before the immunization initiative was halted because of the strong association between the vaccine and Guillain-Barre syndrome (GBS) About 500 cases of GBS were reported, with 25 deaths due to associated pulmonary complications.^[5]

A recent investigation sought to determine the link between GBS and the 1976 swine flu vaccine, since subsequent influenza vaccines did not have this strong association. Nachamkin et al found that inoculation of the 1976 swine flu vaccine, as well as the 1991-1992 and 2004-2005 influenza vaccines, into mice prompted production of antibodies to antiganglioside (anti-GM1), which are associated with the development of GBS. They proposed that further research regarding influenza vaccine components is warranted to determine how these components elicit antiganglioside effects.

This preliminary negative stained transmission electron micrograph depicts some of the ultra-structural morphology of the A/CA/4/09 swine flu virus. Courtesy of CDC/ C. S. Goldsmith and A. Balish.

MORTALITY

H1N1 influenza (swine flu) tends to cause high morbidity but low mortality rates (1%-4%). (Bronze, 2015)

(Bronze, 2015)

ONE SENTENCE SUMMARY:

Feedback:

Assessment

Name: _____

Date: _____

Assessment focus: Finding topics, main ideas and supporting details of a text

Assessment source: teacher's assessment

Assessment strategy: quiz – questionnaire

Instructions: As you read, find the details in the reading and write them below.

1. The text states that swine flu occurs because...

2. According to the text, if a person gets in contact with infected pigs or environments contaminated with swine influenza viruses then...

3. What are the criteria for suspected H1N1 influenza

4. What are symptoms of swine flu?

5. What are some of the symptoms manifested in children?



6. How many cases did the outbreak of swine flu in New Jersey involve?

7. What is other name of the swine flu vaccine?

8. What does GBS stand for?

9. What is the main complication of GBS?

10. What is the percentage of deaths because of swine flu

Feedback: teacher will feedback using the code: correct  read again 

Student will repose his/her answers and check with the teacher again.

Assessment

Name: _____

Date: _____

Assessment focus: Identifying topic, main ideas and supporting details

Assessment source: self-assessment

Assessment strategy: questionnaire

Instructions: choose the answers that fits the questions. More than one answer is possible.

What words are typically used to name the main idea?

- Main point
- Central focus
- Gist
- Controlling idea
- Details
- Central thought.
- Specific information

How do topics and details differ?

- The topic is the general subject, and the details are the specific supporting ideas.
- The topic is specific and the details are general

What questions do you ask to find the topic?

- "Who or what is the subject?"
- How the details support the main idea

What questions do you ask to find the main idea?

- "What point is the author trying to make?"
- What is the general idea of the paragraph?

How do stated and unstated main ideas differ?

- A stated main idea is a sentence within the passage.
- The stated main idea is explicit.
- The unstated main ides is implicit
- An unstated main idea is implied. The supporting details convey the meaning of the main idea.

How do you get the main idea of longer text?

- Break the material into subsections and determine how they support the whole.
- Look for the topic of the text reading the title, subtitles, graphs, charts and other evidences.
- Skim the reading

What of the following are good for details of a reading?

- reasons
- examples
- title

1.2. HOW TO IDENTIFY, THE TYPE, PURPOSE AND STRUCTURE OF A TEXT?

The second step of the text analysis is to recognize the type, purpose and structure which are very important to know the reason the author had to write the text and how the text is organized to fulfil its purpose.

1.2.1. How to identify the type of text:

There are different type of texts and its classification is carried out according to the particular purposes they are designed to achieve. Its features depend on the type of text to be employed. The type of text can be one of the three major types according to the English curriculum; (BBC/skill wise, 2011)

- Descriptive/narrative,
- Expository/explicative/instructive,
- Argumentative/persuasive.

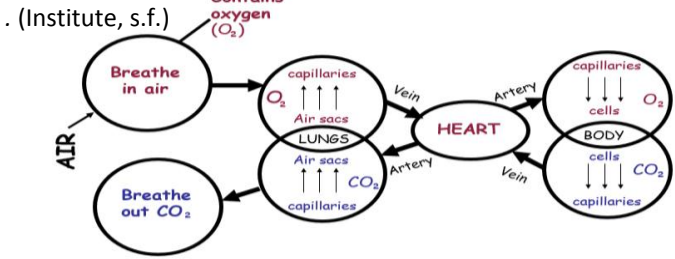
Nevertheless, one type of text can fall into one or more of these categories.

Type of text	Description	Features
Descriptive <ul style="list-style-type: none"> - Concepts - Facts - Anecdotes - Diary - Stories 	This type of text deals with factual phenomena and tells what something is like, e.g. objects, people and issues. The writer is trying to help you imagine or 'see' a person, place or thing. (BBC/skill wise, 2011) it is also called Narrative.	<ul style="list-style-type: none"> • Vivid language • Make use of adjective and adverbs • Use the reader five senses
	Example: <i>The man was sick. He looked very pale and had fever. He was lying in the emergency room which was very crowded. A nurse was nearby and he called to her. The nurse called a doctor who came quickly. He gave the man an injection and made him go to sleep.</i>	



Type of text	Description	Characteristics
<p>Expository, also known as Explanatory or instructive</p> <ul style="list-style-type: none"> - Autobiography - Directions - Posters - Reports 	<p>It is a piece of writing that tries to inform the reader about something important (Aims Community College, s.f.) This type of text is also called explanatory because it explains objects and ideas in their interrelations or instructive because it can give instructions about how to do something</p> <p><i>Use the verbs to refer to, be defined, be called, consists of, contain, words like namely, incidentally, for example, in other words, When similarity is to be expressed then words such as: similarly, also, too; and to express additional information words like above all, in addition, , on top of it, (Ana M^a Roldán Riejós, 2011)</i></p>	<ul style="list-style-type: none"> • Often about topics not known • New information makes prediction harder • Key vocabulary often new • Cause and effect not known • Abstract concepts • Thing or subject oriented • Explanations have impersonal meaning • Language is direct and unnecessary words are left out

When you breathe in, or inhale, your diaphragm contracts (tightens) and moves downward. This increases the space in your chest cavity, into which your lungs expand. The intercostal muscles between your ribs also help enlarge the chest cavity. They contract to pull your rib cage both upward and outward when you inhale. As your lungs expand, air is sucked in through your nose or mouth. The air travels down your windpipe and into your lungs. After passing through your bronchial tubes, the air finally reaches and enters the alveoli (air sacs). Through the very thin walls of the alveoli, oxygen from the air passes to the surrounding capillaries (blood vessels). A red blood cell protein called hemoglobin (HEE-muh-glow-bin) helps move oxygen from the air sacs to the blood. At the same time, carbon dioxide moves from the capillaries into the air sacs. The gas has traveled in the bloodstream from the right side of the heart through the pulmonary artery. Oxygen-rich blood from the lungs is carried through a network of capillaries to the pulmonary vein. This vein delivers the oxygen-rich blood to the left side of the heart. The left side of the heart pumps the blood to the rest of the body. There, the oxygen in the blood moves from blood vessels into surrounding tissues. (Institute, s.f.)



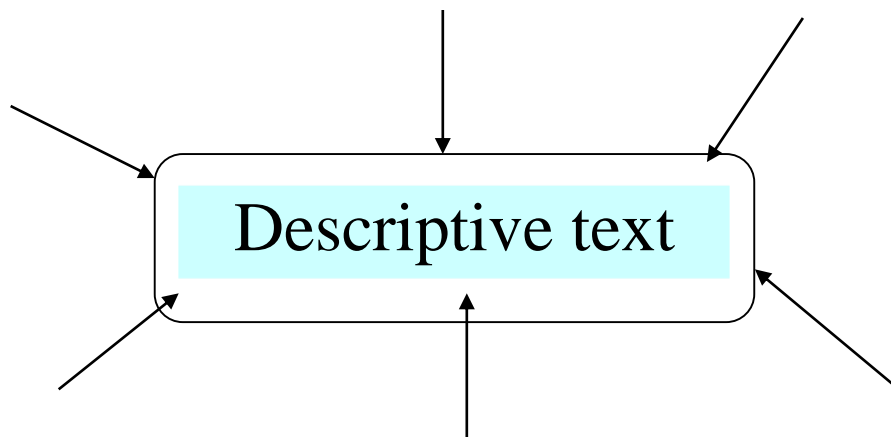
Type of text	Description	Characteristics
Argumentative	<p>Argumentative type of text deals with problems and controversial ideas. They present ideas in favor or against a subject. The aim is always to put the reader/audience to the author's side.</p> <p>Use words such as: <i>in any case, by contrast, yet, still, so, however</i>, etc. (Citta studi.org, s.f.)</p>	<ul style="list-style-type: none"> • Argumentative texts tries to convince the reader/receiver to change his/her beliefs, position or point of view. • They develop a thesis (definite viewpoint) which will be probed with research-based arguments. • They also include advertising texts, which try to persuade their readers that a product is somehow better, at least implicitly, than others. • They use solid evidence from personal experience, literature, historical examples, etc. • Maintain the readers' interest • End with a strong conclusion. • Text in capital letters • One sided argument
<p>Example:</p> <p style="text-align: center;">The statistical argument against alternative medicine: why it “cannot be considered evidence-based”</p> <p><i>Most of the underlying assumptions of alternative medicine (AM) lack plausibility. Whenever this is the case, so the argument put forward by an international team of researchers in a recent paper, there are difficulties involved in obtaining a valid statistical significance in clinical studies.</i></p> <p><i>Using a mostly statistical approach, they argue that, since the prior probability of a research hypothesis is directly related to its scientific plausibility, the commonly used frequent statistics, which do not account for this probability, are unsuitable for studies exploring matters in various degree disconnected from science. Any statistical significance obtained in this field should be considered with great caution and may be better applied to more plausible hypotheses (like placebo effect) than the specific efficacy of the intervention.</i></p> <p><i>The researchers conclude that, since achieving meaningful statistical significance is an essential step in the validation of medical interventions, AM practices, producing only outcomes inherently resistant to statistical validation, appear not to belong to modern evidence-based medicine. (Ernest, 2014) Fragment.</i></p> <p>(Ernest, 2014) Fragment.</p>		

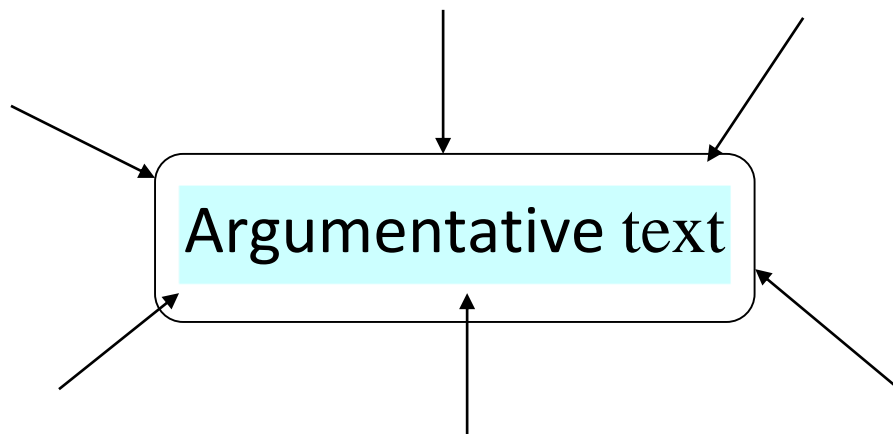
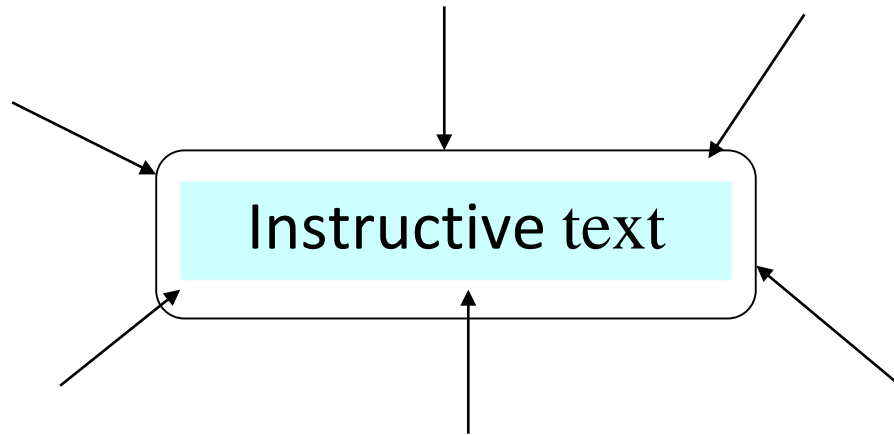
Practice

SKILL FOCUS: Identifying the type of text

Activity 1: Information transfer

Instructions: Use the boxes with the text features to complete the maps below according to each one of the type of text. When you are finished, go back to your papers to check.





Also called explanatory
or instructive

Use words such as
adjective and adverbs

Also called persuasive

Cause and effect not
known

Also called narrative

One sided argument

Text in capital letters

It presents solid
evidence

Give instructions

Factual phenomena

Deals with objects,
people and issues

New information makes
prediction harder

Controversial ideas

In addition, above all,
besides

Activity 2: think pair and check

Instructions: With the information you had in the former activity, analyse the paragraphs provided as examples and decide why they are examples of such type of text. Number specific features in the text and explain them below.

Text 1:

The man was sick. He looked very pale and had fever. He was lying in the emergency room, which was very crowded. A nurse was nearby and he called to her. The nurse called a doctor who came quickly. He gave the man an injection and made him go to sleep.

Type of text: _____

What specific features are found in the text?

- _____
- _____
- _____
- _____

Text 2

When you breathe in, or inhale, your diaphragm contracts (tightens) and moves downward. This increases the space in your chest cavity, into which your lungs expand. The intercostal muscles between your ribs also help enlarge the chest cavity. They contract to pull your rib cage both upward and outward when you inhale. As your lungs expand, air is sucked in through your nose or mouth. The air travels down your windpipe and into your lungs. After passing through your bronchial tubes, the air finally reaches and enters the alveoli (air sacs). Through the very thin walls of the alveoli, oxygen from the air passes to the surrounding capillaries (blood vessels). A red blood cell protein called hemoglobin (HEE-muh-glow-bin) helps move oxygen from the air sacs to the blood. At the same time, carbon dioxide moves from the capillaries into the air sacs. The gas has traveled in the bloodstream from the right side of the heart through the pulmonary artery. Oxygen-rich blood from the lungs is carried through a network of capillaries to the pulmonary vein. This vein delivers the oxygen-rich blood to the left side of the heart. The left side of the heart pumps the blood to the rest of the body. There, the oxygen in the blood moves from blood vessels into surrounding tissues. (Institute, s.f.)

. (Institute, s.f.)

Type of text: _____

What specific features are found in the text?

- _____
- _____
- _____
- _____

Assessment

Name: _____

Date: _____

Assessment focus: Type of text

Assessment source: peer assessment

Assessment strategy: think pair and check

Instructions: With the information you had in the former activity, think and analyse the following paragraph, decide what type of text is it, underline the specific features, number them and explain them below. Then check them in pairs before the teacher conferences to the whole class.

27

The statistical argument against alternative medicine: why it “cannot be considered evidence-based”

Most of the underlying assumptions of alternative medicine (AM) lack plausibility. Whenever this is the case, so the argument put forward by an international team of researchers in a recent paper, there are difficulties involved in obtaining a valid statistical significance in clinical studies.

Using a mostly statistical approach, they argue that, since the prior probability of a research hypothesis is directly related to its scientific plausibility, the commonly used frequent statistics, which do not account for this probability, are unsuitable for studies exploring matters in various degree disconnected from science. Any statistical significance obtained in this field should be considered with great caution and may be better applied to more plausible hypotheses (like placebo effect) than the specific efficacy of the intervention.

The researchers conclude that, since achieving meaningful statistical significance is an essential step in the validation of medical interventions, AM practices, producing only outcomes inherently resistant to statistical validation, appear not to belong to modern evidence-based medicine. (Ernest, 2014) Fragment.

(Ernest, 2014) Fragment.

Type of text: _____

Specific features:

- _____
- _____
- _____
- _____

1.2.2. How to find the purpose of the text

Every author has a purpose for writing and every text has a reason. As there are different types of text, there are different purposes. The major three purposes, its genres and type of texts are described in the following chart.

Purpose	Type of text	Genres *	Conventions
1. Inform/ Entertain	Descriptive	Stories (narratives) Poetry Films reviews Concepts	
2. Inform or instruct	Expository Descriptive	News papers Articles Books Medical histories	Avoids repetition. Explains facts. Gives information clearly, introduces the main issue, and then develop it. Uses diagrams or pictures to help understanding.
3. Convince or Persuade	Argumentative	Debates Advertisements Speeches Essays	Uses capital letters, exclamation marks, questions and repeated words to catch your attention. Uses adjectives to make something sound attractive. One-sided argument Presents strong evidences to support the argument such as facts, examples and claims. (BBC/skill wise, 2011)

* Different genres can belong to different text and may have one or more purposes. (BBC/skill wise, 2011)

Practice

SKILL FOCUS: Distinguishing the purpose of the text

Instructions: Read the descriptions of each item and determine the author's main purpose (to entertain, persuade, or inform). Then, in a sentence or two, explain your answer.

1. A story about a couple's sexual emergency who came to the ER for attention.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

29

2. A section in a history book describing the conditions and causes of the smallpox outbreak in 1967

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

3. An instructional booklet explaining how to operate the new defibrillator in the ER.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

4. An article where the author argues that taking aspirin is better than paracetamol.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

5. A book of anatomy where the structure of every part of the body is described.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

6. A medical case of a young athlete with HIV, diagnosis and treatment.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

7. A medical report describing the effects of steroids on the human body

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

8. A speech written by a professional athlete listing the negative effects of steroids and urging young athletes to not use them.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

9. A booklet containing the hospital rules and the consequences for violating those rules

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

10. A story written about a young boy who moves to a new school and is bullied, but he gains self-confidence by joining a medical team and learning to stand up for himself.

Author's Purpose: _____

Explain Your Answer:

Write a sentence or two.

Assessment

Name: _____

Date: _____

Assessment focus: Distinguishing the purpose of the text

Assessment source: peer-assessment

Assessment strategy: one sentence summary

INSTRUCTIONS: read the following abstract of a medical case, decide what the purpose of the author is in this passage, and explain what makes you to think so.

Abstract

Nursing often deals with ethical dilemmas in the clinical arena. A case study demonstrates an ethical dilemma faced by healthcare providers who care for and treat Jehovah's Witnesses who are placed in a critical situation due to medical life-threatening situations. A 20-year-old, pregnant, Black Hispanic female presented to the Emergency Department (ED) in critical condition following a single-vehicle car accident. She exhibited signs and symptoms of internal bleeding and was advised to have a blood transfusion and emergency surgery in an attempt to save her and the fetus. She refused to accept blood or blood products and rejected the surgery as well. Her refusal was based on a fear of blood transfusion due to her belief in Bible scripture. The ethical dilemma presented is whether to respect the patient's autonomy and compromise standards of care or ignore the patient's wishes in an attempt to save her life. This paper presents the clinical case, identifies the ethical dilemma, and discusses virtue ethical theory and principles that apply to this situation. (Lehman College, 2008)

(Lehman College, 2008)

Purpose of the text: _____

Explanation:

FEEDBACK

1.2.3. How to recognize the structure of the text

The structure of the text can be different or the same for each one of the types of texts. For example, an informative type of text can have a cause and effect structure and an argumentative type of text can have a cause and effect structure. Therefore, the structure of the text has nothing to do with the type or purpose of the text. The structures presented in this guide are the most common for academic text.

- a. Cause and effect:
- b. Compare and contrast
- c. Sequence /Chronological
- d. Problem solution
- e. Descriptive

TEXT STRUCTURE CHART			
Type of structure	Description	Signal words	Topic examples
Cause and effect	It explains "what" and "why" something happened.	Because So Since Therefore If...then As a result Consequently For this reason	Lung cancer as consequence of smoking
Compare and contrast	It makes a comparison between two facts and establishes similarities and differences	Similar As well as Not only...but also On the other hand Either...or As opposed to	Signs and symptoms of a person with latent TB and other with TB infectious disease
Sequence	Describes an event or story in order or gives the steps to make something.	First, second, third Next Then Before-after Finally	The process of digestion
Problem solution	Explains the problem and the solution posted	The problem is In order to solve this One solution can be	Treatment for the flu.
Descriptive	Describes the features, characteristics or examples of a topic, thing or person.	For example For instance Such as To illustrate Characteristics (adjectives)	The muscular system and its characteristics.

Practice

SKILL FOCUS: Recognizing the structure of the text

Instructions: Analyze the text. Identify the structure and then transfer it to a graphic organizer.

Text1:

Stages of smallpox

Smallpox consist of the following stages: **Exposure to the virus** is followed by an incubation period during which people do not have any symptoms and may feel fine. This incubation period averages about 12 to 14 days but can range from 7 to 17 days. During this time, people are not contagious. The **first symptoms** of smallpox include fever, malaise, head and body aches, and sometimes vomiting. This is called the *prodrome* phase and may last for 2 to 4 days. In addition, a **rash emerges** first as small red spots on the tongue and in the mouth and after on the skin, starting on the face and spreading to the arms and legs and then to the hands and feet. Usually the rash spreads to all parts of the body within 24 hours. As the rash appears, the fever usually falls and the person may start to feel better. By the third day of the rash, the rash becomes raised bumps. By the fourth day, the bumps fill with a thick, opaque fluid and often have a depression in the center that looks like a bellybutton. (This is a major distinguishing characteristic of smallpox.) Fever often will rise again at this time and remain high until scabs form over the bumps. In addition, the bumps become **pustules**—sharply raised, usually round and firm to the touch as if there is a small round object under the skin. People often say the bumps feel like BB pellets embedded in the skin. The pustules begin to form a crust and then **scab**. By the end of the second week, after the rash appears, most of the sores have scabbed over. Scabs have fallen off. Person is no longer contagious. (Center for disease control and prevention, 2007)|

(Center for disease control and prevention, 2007)

Text 2

Tasting and chewing in the digestive process

You know that small bag of potato chips you have stashed away at the back of your desk drawer. Well, dig it out and take a chip.

As the chip hits your tongue, your mouth acts as though someone had thrown the "on" switch in a fun house. Your teeth chew, breaking the chip into small manageable pieces. Your salivary glands release a watery liquid (*saliva*) to compact the chip into a mushy bundle (*a bolus* in digestive-geek speak) that can slide easily down your throat on a stream of saliva. *Enzymes* (which you can think of as digestive catalysts in this case) in the saliva begin to digest carbohydrates in the chip. Your tongue lifts to push the whole ball of wax . . . no, bolus, back toward the *pharynx*, the opening from your mouth to your esophagus, and then through a muscular valve called the *upper esophageal sphincter*, which opens to allow the food through. In other words, you are about to swallow. (DeVault, 2015)

(DeVault, 2015)

Text 3

Comparison of Meiosis and Mitosis

How are mitosis and meiosis similar and how are they different from one another? Both mitosis and meiosis are associated with cytokinesis. The result of both are daughter cells produced from a parent cell. The fundamental sequence of events in mitosis is the same as in meiosis (in meiosis it happens twice). Both processes include the breakdown of the nuclear membrane, the separation of genetic material into two groups, followed by cell division and the reformation of the nuclear membrane in each cells. The processes differ in two fundamental. Meiosis has two rounds of genetic separation and cellular division while mitosis only has one of each. In meiosis, homologous chromosomes separate leading to daughter cells that are not genetically identical. In mitosis, the daughter cells are identical to the parent as well as to each other. (Science Student Center)

(Science Student Center)

34

Text 4

Take action on global warming now!

As our climate changes, the risk of injury, illness, and death from the resulting heat waves, wildfires, intense storms, and floods rises. That is why humans should act now in order to avoid the terrible effects such as:

- Extreme heat. If high temperatures, especially when combined with high relative humidity, persist for several days (heat waves), and if night-time temperatures do not drop, extreme heat can be a killer.
- "Natural" disasters. Projected changes in temperature and precipitation under global warming are likely to lead to other effects that threaten human health and safety. For example, changing precipitation patterns and prolonged heat can create drought, which can cause forest and peat fires, putting residents and fire-fighters in danger.
- Poor air quality. Three key ingredients—sunlight, warm air, and pollution from power plants and cars burning coal and gasoline—combine to produce ground-level ozone (smog), which humans experience as poor air quality. Higher air temperatures increase smog, if sunlight, fossil fuel pollution, and air currents remain the same

All these effects can be prevented only if you start now. Do not wait for others to do the change. Your chance and the change of the ones next to you may save the planet from death because of global warming. Adapted from: (Union of concerned scientist , 2011)

Adapted from: (Union of concerned scientist , 2011)

Text 5

Obesity: finding simple solutions to a global problem

Obesity is a global problem. The solution to the epidemic cannot only rely on individuals to change their behavior. Involvement from policy makers and industry is vital to change the environment and make healthy choices easier. However, where does this leave health professionals working in primary care? Understanding why patients may make unhealthy choices may be helpful in formulating effective counselling strategies. That is why primary care is the first point of contact for behavior change. There is no easy solution to obesity, so providing support and referral when appropriate is vital. Some simple changes may have a positive effect on weight; therefore, patient should be advised on cutting out sugar-sweetened beverages and reducing portion sizes as well as on nutrition and physical activity. These practical points have to be taken into account in solving the global problem of obesity. (NPS Medicinewise)

(NPS Medicinewise)

35

Text 6

Physical signs of dehydrations

Dehydration, which occurs when the body has insufficient water and other fluids to function properly, can lead to blood clots, seizures, and other potentially fatal complications. A person can recognize he/she is dehydrated if suffering from the following signs **1. Bad breath.** Saliva has antibacterial properties in it, but dehydration can prevent your body from making enough saliva. **2. Dry skin.** "A lot of people think that people who get dehydrated are really sweaty; but as you go through various stages of dehydration, you become very dizzy and you don't have enough blood volume so you get very dry skin," Dr. Higgins says. He adds that because the skin is dry and not evaporating as well, you can also experience flushing of the skin. **3. Muscle cramps.** As the muscles work harder and harder, they can seize up from the heat itself. Changes in the electrolytes, changes in the sodium and potassium can lead to muscle cramping. **4. Fever and chills.** It might sound counterintuitive, but if your body is severely dehydrated, you may experience fever or even chills. **5. Food cravings, especially for sweets.** "When you're dehydrated, it can be difficult for some nutrients and organs like the liver which use water to release some glycogens and other components of your energy stores, so you can actually get cravings for food," Higgins says. While you can crave anything from chocolate to a salty snack, cravings for sweets are more common because your body may be experiencing difficulty with glycogen production, he says. **6. Headaches.** The brain sits inside a fluid sack that keeps it from bumping against the skull, explains Higgins. If that fluid sack is depleted or running low because of dehydration, the brain can push up against parts of the skull, causing headaches. (George)

(George)


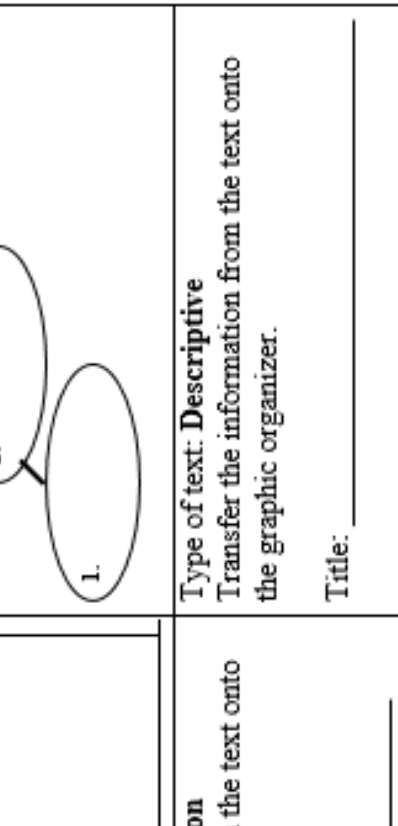
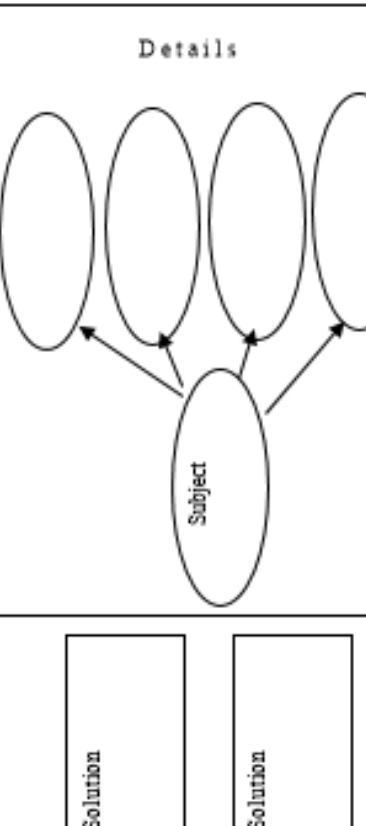
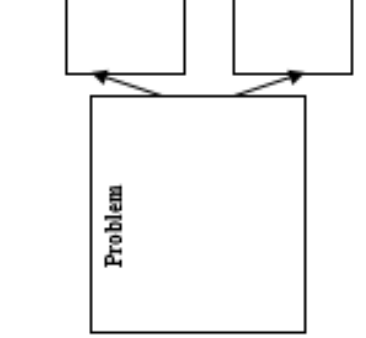
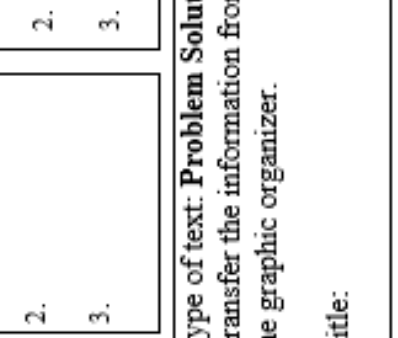
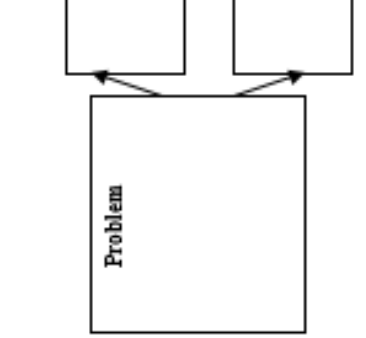
Assessment

Assessment focus: Recognizing the structure of the text

Assessment source: peer assessment

Assessment strategy: One sentence summary

INSTRUCTIONS: After reading the passages above, summarize them in one sentence following the template:

<p>Type of text: chronological Transfer the information from the text onto the graphic organizer.</p> <p>Title: _____</p> 	<p>Type of text: Compare and contrast Transfer the information from the text onto the graphic organizer.</p> <p>Title: _____</p> <p style="text-align: center;">What is being compared & contrasted?</p> 	<p>Type of text: sequence Transfer the information from the text onto the graphic organizer.</p> <p>Title: _____</p> 
<p>Type of text: Cause and Effect Transfer the information from the text onto the graphic organizer.</p> <p>Title: _____</p> <p>Name: _____</p> <p>Date: _____</p> 	<p>Type of text: Problem Solution Transfer the information from the text onto the graphic organizer.</p> <p>Title: _____</p> 	<p>Type of text: Descriptive Transfer the information from the text onto the graphic organizer.</p> <p>Title: _____</p> 

- **Descriptive**

_____ is a _____ that _____

- **Sequence**

_____ begins with, continues with _____ and ends with _____.

- **Compare/Contrast**

_____ and _____ are similar in that both _____, _____ but they differ in _____ and _____.

- **Cause/Effect**

_____ causes _____.

- **Problem/Solution**

_____ and _____ are the solutions for _____.

FEEDBACK

Assessment

Assessment focus: Recognizing the type, purpose and structure of the text

Assessment source: self-assessment

Assessment strategy: multiple choice test

Instructions: choose the answers that better fits the questions. More than one answer is possible

What type of text are the most common ones?

- Descriptive
- Cause of effect
- Explanatory

- Argumentative
- Sequential

How do the structure and the purpose of the text differ?

- The structure of the text shows how the text is organized. The purpose is the reason the author has to write that text.
- The structure refers to how the main ideas are showed and the purpose shows how the author explain these main ideas.

What questions do you ask to find the purpose of the text?

- What is the type of the text?
- What is the author trying to say?

What features does the descriptive type of text have?

- One sided argument
- Thing or subject oriented
- Vivid language
- End with a strong conclusion.

What features does the argumentative type of text have?

- One sided argument
- Thing or subject oriented
- Vivid language
- End with a strong conclusion.

What of the following are types of text structure?

- Descriptive
- Cause and effect
- Compare and contrast

Mid-intervention Practice

Name: _____

Date: _____

SKILL FOCUS: Identifying type, purpose and structure of the text.

STRATEGY: group – work

Instructions: Get in groups of three or four people. Analyze the given text examples in pages 40-42. Use the extra sheet to fill in as the text passes by your group. (Every group will be given a different paper with a different text, once the group finishes analyzing it, they will pass it to the next group. Texts will rotate until all of them pass by all the groups)

N°	Topic of the text	Type of text	Purpose	Structure	Main idea

Assessment

Name: _____

Date: _____

Mid-intervention assessment: Text analysis

Assessment source: Peer assessment

Assessment focus: Topic, main idea, supporting details, type, purpose and structure of the text.

Assessment strategy: Information transfer

Instructions: Read the following passage and analyze it.

Obesity: finding easy solutions to a global problem is possible!

Obesity is a global problem. The solution to the epidemic cannot only rely on individuals to change their behavior; that is why it is important to look for other solutions that bring better results. For example, involvement from policy makers and industry is vital to change the environment and make healthy choices easier. However, health professionals working in primary care have the key to this problem. Understanding why patients may make unhealthy choices may be helpful in formulating effective counselling strategies. That is why primary care is the first point of contact for behavior change. There is no easy solution to obesity, so providing support and referral when appropriate is also vital. Some simple changes may have a positive effect on weight; therefore, patient should be advised on cutting out sugar-sweetened beverages and reducing portion sizes as well as on nutrition and physical activity. These practical points have to be taken into account in solving the global problem of obesity. (NPS Medicinewise)

(NPS Medicinewise)

Feedback:

Text title	
Main idea:	
Details:	
Type of text	
Purpose of the text	
Structure of the text	

1.3. HOW TO INFER MEANING FROM CONTEXT

A student who had understood the whole text will be able to answer questions related to what is explicitly and implicitly found in the text, that is, create inferences based on clues related to what the student have already read.

1.3.1. How to infer meaning of words from context

One of the techniques to infer meaning of words by context are **CONTEXT CLUES**. Context clues provide readers with enough information that they can infer or make a refined guess about the meaning of a word. Often, context clues mean we do not have to check an online dictionary or other reference material, allowing us to continue reading with less disruption. (Howard, 2015)

The following are examples of how context clues can be used to infer meaning of new words.

- **DEFINITION / DESCRIPTION CLUE**

The new word may have an explanation included in the sentence or text, it can be separated by commas, dashes or parenthesis or it can use “that is”/i.e. to introduce an explanation. (mdc.edu, 2015)

Eg.

Fluoroscopy, examination with a fluoroscope, has become a common practice.

The commas before and after “examination with a fluoroscope” point out the definition of “fluoroscopy.”

- **EXAMPLE CLUES**

Some words have examples to help the reader understand the meaning of the word. Example clues can be pointed out by phrases like: such as, and for example.

E.g.

In the course of man’s evolution, certain organs have **atrophied**. The appendix, for example, has wasted away from disuse.

“Atrophied” means “wasted away.”

- **SYNONYM RESTATEMENT CLUE**

The unfamiliar word is repeated with other idea. Synonyms are words with the same meaning.

E.g. This is an **oral** thermometer. Put it in your mouth.

- **CONTRAST / ANTONYM CLUE**

Antonyms contrasts the meaning of an unfamiliar word with the meaning of a familiar term. Words like “although,” “however,” and “but” may signal contrast clues.

E.g. When the light brightens, the pupils of the eyes **contract**; however, when it grows darker, they dilate.

“Dilate” means the opposite of “contract.”

- **ANALYSIS OR STRUCTURE CLUE**

Prefixes, roots, and suffixes can help the reader infer the meaning of a word.

E.g. **Neuralgia**, is an intense intermittent pain along the course of a nerve, especially in the head and face.

The suffixes -dynia and -algia mean pain.

neur- or neuro- refers to nerves

The following chart presents the most common medicine-related prefixes and suffixes

Prefix	What It Means	Suffix	What It Means
A-, an-	Lack of, without, not	-ac, -ic, -al, -ous, -tic	Related to, or pertaining to
Ante-	Before, in front of, or forward	-ate, -ize	Subject to, use
Anti-	Opposing or against	-ent, -er, -ist	Person, agent
Bi-	Double, two, twice, both	-genic	Produced by
Co-, con-, com-	Together or with	-gram	A written record
De-	Down, or from	-graph	Instrument used to record
Di-	Twice or two	-graphy	Process of recording
Extra-, extro-	Beyond, outside of, or outward	-ism	Condition or theory
Hemi-, semi-	Half, half of	-itis	Inflammation
Hyper-	Above, excessive, beyond	-ologist	One who studies, specialist
Hyp-, hypo-	Below, beneath, deficient	-ology	Study of, process of study
Infra-	Below or beneath	-oma	Tumor
Inter-	Between	-pathy	Disease, disease process
Intra-	Within, inside	-phobia	Morbid fear of or intolerance
Intro-	Into, or within	-scope	Instrument used to visually examine
Macro-	Large	-scopy	Process of visual examination

(McAuley, 2015)

(McAuley, 2015)

- **INFERENCE CLUE**

There is enough information for the reader to make a guess.

E.g.

The term "sphere" means that the correction for nearsightedness or farsightedness is "spherical," or equal in all meridians of the eye.

Practice

SKILL FOCUS: Inferring meaning of words from context (Context Clues)

Instructions: chose the word that better fits the meaning of the underlined word in the sentence. Write what type of clue it is and underline the clue found in the sentence.

1. **The purpose of the psychiatrist is to mitigate the suffering of the patient, i.e make the suffering of the patient less traumatic.**
 - a. make milder
 - b. beautify
 - c. increase
 - d. banishType of context clue: _____

2. **Other important classes of water-borne diseases are caused by metazoan parasites. Typical examples include certain Nematode, that is to say "roundworms".**
 - a. Watery
 - b. Transmitted by water
 - c. ThirstyType of context clue: _____

3. **It is good to know how infectious diseases spread so that you can protect yourself from getting sick and decrease the likelihood that you will spread illness to others.**
 - a. Transmit
 - b. Repress
 - c. ContinueType of context clue: _____

4. **Next week "priority" are patients who are going to be immunized against the highly contagious H1N1 virus, which has been linked to nine deaths in the West Midlands since the outbreak, the epidemic that began in May.**
 - a. Epidemic
 - b. Problem
 - c. FinalType of context clue: _____

5. **Lap-band, or bariatric, surgery, involves intervention to restrict the amount of food the stomach can hold.**
 - a. Stomachache treatment
 - b. Weight –loss surgery
 - c. GastritisType of context clue: _____

6. **The country is naturally very healthful, as evidence of which may be mentioned that no great epidemic has ever visited the state.**
 - a. Diseased
 - b. Free of disease
 - c. InsalubriousType of context clue: _____

7. **Children with autism can display a wide range of symptoms, which can vary in severity from mild or moderate to disabling.**
 - a. Intense
 - b. Sharp
 - c. ModerateType of context clue: _____

8. We struggle to understand disease and **injuries** because we still do not know much about how the human body works, is supposed to work, or can possibly work.
- Harm
 - Body damage
 - Wellness
- Type of context clue: _____
9. Regarding disorders and disabilities: We should be able to repair, heal, or replace any part of the body not functioning at the level the person with the **disability** reasonably wishes it to.
- Incapacity
 - Incorrect
 - Integral
- Type of context clue: _____
10. The struggle lasted for some months, and helped to **delay** the further progress of the disease.
- Prolong
 - Accelerate
 - Postpone
- Type of context clue: _____
11. If a disease or person is **asymptomatic**, they show no physical signs of a medical problem
- That has many symptoms
 - That shows no physical signs
 - That shows sympathy
- Type of context clue: _____
12. The common cold is a **stubborn**, i.e. difficult to cure, infection; and there does not yet exist a foolproof cure for it.
- Not easy to heal
 - Infectious
 - occasional
- Type of context clue: _____
13. Placebo effect is the positive **psychosomatic** response of an individual to a treatment
- Mental
 - Real
 - Good
- Type of context clue: _____
14. There are some **quiescent diseases** and other that immediately develop signs and symptoms.
- Produces quits
 - Not now developing disease
 - With immediate response
- Type of context clue: _____

Sentences adapted from: <http://sentence.yourdictionary.com>

PRACTICE 2: In the box provided below of each sentence, write a synonym for the word in bold as it is used in context.

- Smallpox is one of greatest **scourges**, that is plague, in human history.

Synonym: _____

2. This disease, which starts with a rash that progresses to pus-filled blisters can result in terrible **aftermaths**, such as disfiguration, blindness, and death.

Synonym: _____

3. The first smallpox **outburst** was registered in 1350 B.C.E., in the Egyptian-Hittite War, it is considered the beginning of the epidemic.

Synonym: _____

4. The population was reduced by 20 percent when smallpox **proliferated** in Athens and killed more than 30,000 in 430 B.C.E.

Synonym: _____

5. Thucydides, an Athenian aristocrat, provided a terrifying account of the epidemic, describing numerous **abhorrent facts**, for example dead lying unburied, the temples full of corpses, and the violation of funeral rituals.

Synonym: _____

6. Thucydides himself had the disease, but he survived and went on to write his historic **account**, his own version, of the Peloponnesian War.

Synonym: _____

7. In this work, he noted that those who survived the disease were later **immune** to it; however, those who never got the diseases stayed vulnerable.

Synonym: _____

8. He wrote, "the sick and the dying were assisted by the **pitying care** of those who had recovered, because they knew the course of the disease and were themselves free from fears.

Synonym: _____

9. Smallpox continued **to ravage** Europe, Asia, and Africa, and this devastation lasted for centuries.

Synonym: _____

Sentences taken and adapted from: (Hogan, 2015)

Assessment

Name: _____

Date: _____

Assessment focus: inferring meaning of words from context

Assessment source: peer assessment

Assessment strategy: think pair and check

Instructions: Answer the following questions related to the paragraph. Use context clues in the text to identify your answers.

Current locations of smallpox virus

Only two laboratories in the world are known to house smallpox virus: the Centers for Disease Control and Prevention (CDC) in Atlanta, Ga., and the State Research Center of Virology and Biotechnology in Koltsovo, Russia. Various sources from the Soviet Union allege that the Russian military had pursued and currently pursues an active biological warfare program. In 1992, Russian President Boris Yeltsin confirmed a suspected outbreak from an accidental release of **aerosolized anthrax** (anthrax stored in a container that allows it to be released into the air) near a military microbiology laboratory in 1979.

Dr. Ken Alibek, a former senior microbiologist in the Russian Offensive Biological Weapons Program, has alleged that, in 1980, the Soviet Union started **large-scale production** of the smallpox virus and genetic recombination of more potent strains. Since the fall of the Soviet Union, concern exists that this knowledge may be used in other countries. The extent of smallpox **stockpiles** in other countries is unknown, but this reserve may have become substantial since the collapse of the Soviet Union.

If there were a small pox epidemic, the consequences of this **outbreak** could hardly be estimated. About 30% of unprotected people who are exposed to a person with smallpox would themselves become infected. Of these, 30% would probably die from infection. Diagnosis is difficult during early stages of the disease. Presently, insufficient supplies of vaccine exist to ensure eradication of smallpox in case the disease is released intentionally in a large-scale attack. (Hogan, 2015)

(Hogan, 2015)

1. What does **aerosolized** mean?
 - a. That can be spread in the air
 - b. A biological weapon
 - c. A container

2. Which phrase in the passage tells you that **the Soviet Union may affect the world greatly**?
 - a. The extend in other countries is unknown
 - b. They are working on a large-scale production
 - c. The outbreak can hardly be estimated

3. What word is closest in meaning to **“Outbreak”**?
 - a. End
 - b. Plague
 - c. Consequences

4. **“Stockpiles”** is all except
 - a. Concentration
 - b. Load
 - c. Pilates

1.3.2. How to answer comprehension questions

When analyzing a text there are the following types of reading comprehension questions that we have to identify and answer.

- **Main idea** : asks for "primary purpose" or "main point" (PlatinumGMAT)

How to recognize the answer

The correct answer to a main point question is often a paraphrase of the conclusion or thesis statement of the passage or text.

- **Supporting ideas**: asks for specific details in the reading. (PlatinumGMAT)

How to recognize the answer

It is important to stick quite close to the text to find the answer. It should be avoided answers that seem logical but are not directly supported by the text.

- **Lexical Comprehension**: understand key vocabulary (PlatinumGMAT)

How to recognize the answer

Answers are usually based on context clues.

- **Inference**: states a conclusion based upon what is explicitly said in the text. (PlatinumGMAT)

How to recognize the answer

It is usually an obvious logical consequence of a sentence in the text. The logical consequence will be extremely clear

- **Application**: Take information and conclusions in the text and induce them to similar situations or ideas. (PlatinumGMAT)

How to recognize the answer

Mirror the action or idea discussed in the text to a similar one that does not appear in the text, or make a prediction based upon the information in the text.

- **Logical Reasoning**: Take information from the context (outside of the text) and apply it to the ideas in the reading. (PlatinumGMAT)

How to recognize the answer: Think the contrary to what is stated about the idea in the question.

- **Passage Structure:** ask you to determine the relationship between different parts of a passage.

How to recognize the answer

The key to this question type is understanding the relationship between each idea and paragraph. You must be able to separate ideas that support a thesis from the thesis idea itself. These questions are referred to by some as logical structure questions.



Practice

SKILL FOCUS: Answering Comprehension Questions

Instructions: After reading the text, choose the best answer.

Bacteria are extremely small living things. While we measure our own sizes in inches or centimeters, bacterial size is measured in microns. One micron is a thousandth of a millimeter a pinhead is about a millimeter across. Rod shaped bacteria are usually from two to four microns long, while rounded ones are generally one micron in diameter. Thus if you enlarged a bacterium a thousand times, it would be just about the size of a pinhead. An adult human magnified by the same amount would be over a mile (1.6 kilometers) tall.

Even with an ordinary microscope, you must look closely to see bacteria. Using a magnification of 100 times, one finds that bacteria are **barely** visible as tiny rods or dots. One cannot make out anything of their structure. Using special stains, one can see that some bacteria have attached to them wavy - looking "hairs" called flagella. Others have only one flagellum. The flagella rotate, pushing the bacteria through the water. Many bacteria lack flagella and cannot move about by their own power while others can glide along over surfaces by some little understood mechanism.

From the bacterial point of view, the world is a very different place from what it is to humans. To a bacterium, water is as thick as molasses is to us. Bacteria are so small that they are influenced by the movements of the chemical molecules around them. Bacteria under the microscope, even those with no flagella, often bounce about in the water. This is because they **collide**, or crash with the water molecules and are pushed this way and that. Within a tenth of a second, new ones even bacteria have replaced all the molecules around a bacterium without flagella are thus constantly exposed to a changing environment.

1. What does the author want to explain in the reading?

- a. AIDS is an epidemic disease that cannot be cured but treated and prevented.
- b. AIDS has killed many people around the world.

Type of question: _____

2. What words are more like the word "damage" in paragraph two?

- a. Injuries – harm
- b. Cost - reparation

Type of question: _____

3. The author mentioned "opportunistic diseases" in the third paragraph in order to ..."

- a. Show they take advantage of the opportunity offered by a weakened immune system
- b. Show AIDS can be diagnosed only when opportunistic diseases are treated

4. What is the cure for AIDS?

- a. Antiretroviral treatment
- b. There is no cure for AIDS only for the opportunistic diseases

Type of question: _____

5. What can be inferred from antiretroviral treatment in the second last paragraph?

- a. It is not always effective
- b. Everyone can access to it

Type of question: _____

6. What can be implied about AIDS in last stages

- a. It is the most harmful stage physically and emotionally
- b. It is when infected people need a better treatment.

Type of question: _____

7. The compromised situation of people suffering from AIDS described in the last paragraph is most like ...

- a. A couple who is preparing for getting married
- b. A student who has gotten bad grades all the semester

Type of question: _____

50

8. What is the cure for AIDS?

- a. Antiretroviral treatment
- b. There is no cure for AIDS only for the opportunistic diseases

9. What can be inferred from antiretroviral treatment in the second last paragraph?

- a. It is not always effective
- b. Everyone can access to it

Type of question: _____

10. What can be implied about AIDS in last stages

- a. It is the most harmful stage physically and emotionally
- b. It is when infected people need a better treatment.

Type of question: _____

11. The compromised situation of people suffering from AIDS described in the last paragraph is most like ...

- a. A couple who is preparing for getting married
- b. A student who has gotten bad grades all the semester

Type of question: _____

Practice

Name: _____

Date: _____

Assessment focus: Answering comprehension questions

Assessment source: peer assessment

Assessment strategy: think pair and check

Instructions: With the reading "AIDS" in page 18 answer the following comprehension questions.

12. What does the author want to explain in the reading?

- a. AIDS is an epidemic disease that cannot be cured but treated and prevented.
- b. AIDS has killed many people around the world.

Type of question: _____

13. What words are more like the word “damage” in paragraph two?

- a. Injuries – harm
- b. Cost - reparation

Type of question: _____

14. The author mentioned “opportunistic diseases” in the third paragraph in order to ...”

- a. Show they take advantage of the opportunity offered by a weakened immune system
- b. Show AIDS can be diagnosed only when opportunistic diseases are treated

15. What is the cure for AIDS?

- a. Antiretroviral treatment
- b. There is no cure for AIDS only for the opportunistic diseases

Type of question: _____

16. What can be inferred from antiretroviral treatment in the second last paragraph?

- a. It is not always effective
- b. Everyone can access to it

Type of question: _____

17. What can be implied about AIDS in last stages

- a. It is the most harmful stage physically and emotionally
- b. It is when infected people need a better treatment.

Type of question: _____

18. The compromised situation of people suffering from AIDS described in the last paragraph is most like ...

- a. A couple who is preparing for getting married
- b. A student who has gotten bad grades all the semester

Type of question: _____

Text Analysis Final Assessment

Name: _____

Date: _____

Assessment focus: Answering comprehension questions

Assessment source: peer assessment

Assessment strategy: think pair and check

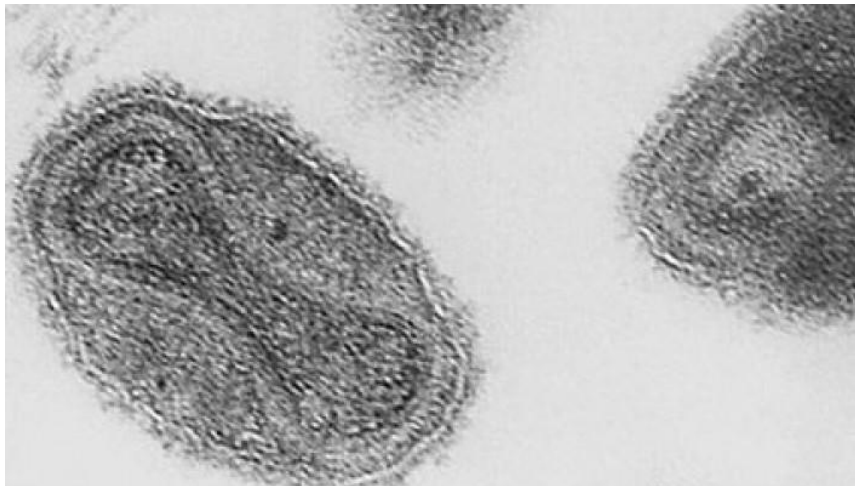
Instructions: Read the text carefully, complete the chart and then answer the following questions.

Should we destroy Smallpox Forever?

World Health Organization debates destruction of Variola stocks

May 16, 2011

Ben Riley-Smith



52

The Next meeting of The World Health Organization is to decide the destiny of the last two known remaining stocks of the virus that causes the deadly human disease smallpox: Variola.

Only two viral diseases have been eradicated in history and one of them is Smallpox. 30 per cent of those infected with the virus died. However, after the success of a global vaccination campaign, it was finally declared eradicated in 1980. Since then, there is a campaign lead by the WHO to destroy existing stocks of the smallpox virus to minimize the risk of accidental release – which developing countries are afraid of since they would be hardest hit by a reappearance of smallpox.

1993 was the initial target date to destroy the, but this has been pushed back repeatedly under pressure from developed countries led by the United States who want to keep the samples for research. The US Centres for Disease Control and Prevention in Atlanta, Georgia and the Russian State Research Centre of Virology and Biotechnology in Koltsovo, Novosibirsk are only two laboratories which retain stocks of Variola. The WHO's 193 member states are meeting in Switzerland to have a new date to destroyed the two last stocks. They want to build a consensus after analyzing the following arguments for and against destroying Variola forever.

SMALLPOX SHOULD BE SAVED

One of the reasons to keep Variola is for research because the existing smallpox vaccine, even though it is effective is not suitable for people with weak immune systems (such as those with HIV). There is still an ongoing research into improved anti-viral drugs for treatment and also safer preventative vaccines. There is also the need of more effective vaccines because there is the possibility that rogue states or terrorists keep secret stocks of the virus, with the intent of a biological attack.

The *New York Times* published an article which conclusion stated that it is too early to get rid of the last two known stocks of variola because it would **jeopardize**, that is, put in danger, the research advancements being made. Destroying the smallpox virus would be pointless anyway, since it is now possible to recreate it from its genome, which was sequenced in 1994. That means destruction of the Variola stocks would be more symbolic than a practical protection against a new outbreak.

SMALLPOX MUST BE DESTROYED FOREVER

Developing countries are concerned about a renewed outbreak of smallpox because the risks are higher than the possible benefits from research. In 2007, the WHO stated that scientific curiosity alone is *not* enough to keep the stocks; it is necessary clear evidence that research will produce tangible public-health benefits. But, there is no such evidence yet.

Dr DA Henderson, the man in charge of the smallpox eradication program from 1966 until the last case in 1977, told the BBC: "All of the productive research that we can do, has been done already. "It has been completely discussed by people around the world and we think is the time to destroy the virus in order to prevent it from being produced or used. "People who want to save Variola say the virus can be recreated from its genome, anyway. If this is true, why is it necessary to keep the virus? If smallpox ever returns, much virus than we really need for vaccines can be produced from scratch.

Reading taken from:

<http://www.theweek.co.uk/politics/5485/should-we-destroy-smallpox-forever-asks-who>

TEMPLATE FOR TEXT ANALYSIS

Title of the text:

Name:

Date:

What is the general topic?	
What is said about the topic? (main idea)	
What is the purpose of the text Does the author fulfil his/ her purpose?	
What are the reasons (details) would the author give?	
How is the text structured	
Type of words used	Key words

1. **Which of the following most accurately states the main idea of the passage?**
 - a. There are reasons to keep and reasons to destroy the variola virus
 - b. Variola virus should be kept for research or destroyed for avoiding misuse
 - c. The characteristics of the smallpox
 - d. WHO's decisions in relation to the smallpox incidence

2. **The primary purpose of the passage is to...**
 - a. Inform about the arguments for and against destroying variola virus.
 - b. Persuade the reader to vaccinate against variola virus.
 - c. Convince the reader to vote against keeping variola virus
 - d. Inform the readers about WHO's decision.

3. **The passage states that World Health Organization is deciding about**
 - a. What diseases can be eradicated besides smallpox
 - b. What to do with the two remaining stocks of variola virus
 - c. What to do with the 30% of the infected ones
 - d. How to plan a vaccination campaign

4. **The passage mentions each of the following about variola virus EXCEPT**
 - a. There are two existing stocks of variola virus that can be accidentally released
 - b. It causes the deadly human disease smallpox
 - c. There is no consensus about where to keep the virus
 - d. WHO has led a campaign to destroy existing stocks of the virus.

5. **According to the passage, if variola virus is kept then**
 - a. Research into improved anti-viral drugs for treatment could be possible.
 - b. A biological attack will happen
 - c. Effective vaccines of smallpox would be manufactured
 - d. The USA secretary of health will publish the news in the New York times.

6. **What word is closest in meaning to "jeopardize" ?**
 - a. Protect
 - b. Threaten
 - c. Contribute
 - d. help

7. **Which word in the passage tells you that the variola virus genome can be used to make the virus again?**
 - a. Destroying
 - b. Pointless
 - c. Recreate
 - d. Symbolic

- 8. The last paragraph implies that which of the following was true of research of variola**
- a. The research has been exhaustive
 - b. Research has not been done completely.
 - c. Research took only few years to show results
 - d. Non-scientific individuals conducted the research
- 9. It can be inferred from the 3rd paragraph that keeping variola stock.**
- a. Is the best evidence for saying that research is been conducted.
 - b. Is neither beneficial to health nor to research
 - c. Is the best way to make better vaccines
 - d. Smallpox epidemic can be controlled.
- 10. The author implies that all of the following statements about saving the variola virus are true EXCEPT**
- a. Saving the virus is not worthy because the virus can be recreated from its genome
 - b. Saving the virus is not worthy because scientist can still produce vaccines.
 - c. Saving the virus is not worthy because people infected can get healed easily.
 - d. Saving the virus is not worthy because all the research possible has been carried out already.
- 11. Which of the following statements would provide the most logical conclusion of the text?**
- a. Whether, keeping or destroying the virus the decisions should be made based on benefits for the public-health.
 - b. The benefits of keeping or destroying the variola virus should be based on the most powerful countries interest.
 - c. The WHO must not spread the fact that the virus of smallpox is still alive.
 - d. The WHO has to preserve life and health, so that they should make the decision based on what they think it is right.
- 12. Which of the following, if true, would most weaken the arguments provided in the paragraph related to saving the variola virus.**
- a. People who guard the variola stocks say it is impossible to have other stocks around the world.
 - b. Researchers say that the variola virus loss its effectiveness with the time.
 - c. Scientist affirm that only a stronger vaccine will help patients with HIV combat the virus.
 - d. Advances made so far are taking the research toward good results.

CHAPTER 2

1. Essay writing and assessment practices

INTRODUCTION TO ESSAY WRITING

Essays are part of academic papers (ESC Online Academic Center). In order to write an academic paper, it is necessary to develop the academic writing skill, which have to rely on complex processes and activities such as categorizing, measuring reactions against to a subject, making new connections, building key terms and concepts for a subject, conceptualizing, figuring out meaning, developing arguments—among others. Our highest cognitive functions are developed and supported through active and interconnected use of language skills. (Hobart and William Smith College) There are different types of essays; however, the most popular in the academic field are descriptive, expository and argumentative.

When writing academic essays, there are characteristics that have to be taken into account such as structure, referencing, abstract thought, academic though, the audience, punctuation and grammar (Massey University)

- **Descriptive essays:** a descriptive essay lets the reader picture or imagine what he/she is reading. (Roach, 2015). Descriptive essays simply lists or catalogues information. It does not establish relationships between the pieces of information and does not present a position to be argued. (The University of Sidney, 2014)When writing a descriptive essay, you are asked to **describe or outline** the way things are or the way things happened, for example, the features of a particular theory or a series of historical events.
- **Expository essays:** An expository essay, as its name says exposes or explain. It uses examples, graphs, charts, and statistics to back up the information you are presenting. The most common types of this essay are the **how-to** or **process essay** and **Cause and effect** essay. They provide readers, in the first case with a step-by-step outline on how to do something, or in the second case with an explanation of how an action causes an effect. For example, if you are writing an essay on how a person can get lung cancer, you would list probable causes of the disease. (Study.com, 2015) (Cassano, 2015)
- **Argumentative essays:** Writing argumentative essays takes into account the skill to build up arguments and stand on them proving scientifically the validity of those arguments. (Suzanne Sweat , 2015). It is necessary to provide the reader with personal experience, literature, historical examples, and research to support the author’s viewpoint. The main purpose is to persuade or convince the reader. One example of this type of essay is

For a good writing product, it is necessary to take into account all the process in writing, i.e. start reviewing the parts of the speech, how to write effective sentences, how to write paragraphs and then outline the essay with the introduction and conclusion.

2.1. HOW TO USE PARTS OF THE SPEECH EFFICIENTLY

There is a classification given by traditional grammar, which classifies words based on parts of speech: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection. (U Otwa)

It is important to know that the same word can have a function in one sentence and other function in other. (U Otwa)

Example.

- I am reading an interesting **book** of anatomy. (Book is a **noun** in this sentence)
- Karina is ready to **book** the tickets. (Book is a **verb** in this sentence)

Next, you will find a table which presents every part of the speech, its usage and an example.

<i>Part of speech</i>	<i>Function</i>	<i>Example words</i>	<i>Example sentences</i>	<i>Position in the sentence</i>
<u>Verb</u>	action or state	(to) be, have, can, must do, run, write, study,	Ecuador is a beautiful country. I love it.	After the noun
<u>Noun</u>	thing or person	Alison, cellphone, fruit, dinosaur.	This is my cellphone . It is in my bag .	Between the determiner and verb
<u>Adjective</u>	describes a noun	good, big, red, well, interesting	My dogs are big . I like big dogs.	Before the noun. After verb be, get, seems,
<u>Determiner</u>	limits or "determines" a noun	the, a/an, 5, many some, a few.	In the day-hospital, there is a nurse and some on-duty doctors to work during the day.	At the begging of the sentence or before the noun
<u>Adverb</u>	describes a verb, adjective or adverb	differently, hard, well, quickly, so, really	The doctors in the council, all think differently, however it is necessary to get to a consensus quickly .	Mostly at the end of the sentence. Frequency adverbs go between the subject and verb.
<u>Pronoun</u>	replaces a noun	I, you, he, she, one, ones	Lisa suffers from epilepsy. She just had a blackout.	In the place of the noun
<u>Preposition</u>	links a noun to another word	to, at, after, on, but	We went to school on Monday.	To link two words
<u>Conjunction</u>	joins clauses or sentences or words	and, but, when	He had several wounds in the abdomen and in the thorax, but no one in the lower limbs.	To link to ideas or words
<u>Interjection</u>	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Ouch! That hurts!	

Adapted from: (Englishclub.com, 2016)

Adapted from: (Englishclub.com, 2016)

Practice

SKILL FOCUS: using parts of the speech

Instructions: in the following sentences recognize the function of the bolded word that best fit in the sentence and choose the correct answer, then explain your answer.

1. I **cannot** sleep because my knees ache in the night.

- a. Modal verb
- b. Action verb
- c. Modal verb negative

Explanation: _____

2. We knew the baby was coming **right away** because the woman's labour pains were acute.

- a. Noun
- b. Adverb of mode
- c. Adverb

Explanation: _____

3. Your son is **extremely** allergic to peanuts.

- a. Adverb
- b. Noun
- c. Intensifier adverb

Explanation: _____

4. We called the ambulance when Josh stopped **breathing**.

- a. Verb
- b. Noun
- c. Common noun

Explanation: _____

5. I cannot remember **the** accident because I had amnesia.

- a. Determiner
- b. Noun
- c. Verb

Explanation: _____

6. We had to amputate **his** leg because the infection spread so quickly.

- a. Adverb
- b. Pronoun
- c. Adjective

Explanation: _____

7. I have **low** energy because I am anaemic.
- Adjective
 - Noun
 - Verb
- Explanation: _____
8. My throat **infection** went away after I started the antibiotics.
- Noun
 - Verb
 - Adjective
- Explanation: _____
9. The anti-depressants helped me **get on** with life after Lucy died.
- Verb
 - Preposition
 - Conjunction
10. I've made you an appointment **with** a specialist in three weeks' time.
- Preposition
 - Conjunction
 - Pronoun
- Explanation: _____
11. My grandmother cannot knit anymore because the arthritis in her hands is **so** bad.
- Conjunction
 - Adverb
 - Preposition
- Explanation: _____
12. **Washing** our hands periodically helps in reducing the bacteria spread.
- Noun
 - Verb
 - Preposition
- Explanation: _____

Sentences taken from (English Club.com, 2016)

Practice

SKILL FOCUS: using parts of the speech

Instructions: Analyze the following paragraph and transfer every part of them to the chart according to its function in the text.

Anatomy and physiology are closely related concepts that are often studied together. In a few words, anatomy is a study of the physical structure of an organism, while physiology involves the study of the functions of individual structures and systems within an organism, as well as the function of an organism as a whole. An understanding of anatomy is critical to the study of physiology, and learning about physiology is important to people who want to understand how anatomical structures work.

(Wisegeek, 2015)

Noun								
Pronoun								
Adjectives								
Adverbs								
conjunctions								
preposition								
interjections								
determiners								
Verbs								

Assessment

Name: _____

Date: _____

Assessment focus: Using parts of the speech

Assessment source: peer assessment

Assessment strategy: think pair and check

Instructions: Read the sentence carefully, note the mistake made in the sentence, write which part of the speech is not in the right position, and then explain the correct usage of it.

1. **A biopsy is used to show a different number of illnesses.**

Mistaken word: _____

Explanation: _____

2. **Blood to donors have to answer questions about their medical history.**

Mistaken word: _____

Explanation: _____

3. **Highly blood pressure puts you at risk of having a heart attack.**

Mistaken word: _____

Explanation: _____

4. **We thought it was just a sprain, but it his turned out leg was broken.**

Mistaken word: _____

Explanation: _____

5. **The woman was badly bruised she when came into the emergency room.**

Mistaken word: _____

Explanation: _____

6. **The baby so was large that we had to perform a Caesarean section.**

Mistaken word: _____

Explanation: _____

7. **You saved your brother's life by CPR performing.**

Mistaken word: _____

Explanation: _____

Sentences taken from (Englishclub.com, 2016)

2.2. HOW TO WRITE EFFECTIVE SENTENCES?

Writing effective sentences is the art of combining words, phrases and clauses to convey meaning. Sentences need to have the correct punctuation, capitalization and connections in order to be considered an efficient sentence.

2.2.1. How to write sentences, clauses and phrases

- **Sentences:** A sentence is a group of words that makes complete sense, (subject and predicate). It contains a main verb, and begins with a capital letter. Sentences can be simple, compound and complex sentences. (Oxford dictionary , 2015)

Simple sentence: A simple sentence normally contains one statement (known as a main clause). (Oxford dictionary , 2015)

Eg. Alzheimer is a degenerative disease.

Compound sentence: A compound sentence contains two or more similar clauses (or main clauses). They are usually joined by a conjunction such as and- or- but. (Oxford dictionary , 2015)

E.g., HIV is a contagious disease and it causes harm to the immune system.

Complex sentence: A complex sentence consist of one or more clauses, however, theses clauses are not equally balanced. They contain a main clause and one or more dependent clauses.

Eg. The patient was already in the surgery room when his family came, and he had stopped of complaining due to the pain.

- **Clauses:**

There are two different kinds of clauses. Independent clauses and dependent clauses. (Eurocenter, 2014)

Independent Clauses: It can act as a sentence. It has subject, verb and predicate. S+V+C/P

Eg. The circulatory system contains the heart, blood, and vessels.

Dependent clause: They cannot stand in itself to have meaning. They consist of a subordinate, subject, verb, and complement/ predicate. S + S+V+C/P. and it needs to be connected to an independent clause to have meaning.

Eg. "When the man broke his leg, he felt a terrible pain"

- **Phrases:** They are words put together, but they do not have either a subject or a verb. A phrase cannot stand by itself, but they can be used as part of a sentence (Oxford dictionary , 2015)

Eg. "At the hospital"

Practice

FOCUS: writing sentences, clauses and phrases.

Instructions: Read the following statements and write **DC** for a dependent clauses, **IC** for independent clauses and **PH** for phrases. Then analyze their structure.

Eg. The integumentary system is one, big, busy organ. **IC**

S V C

1. That is right! _____
2. The integumentary system is the body's largest organ. _____
3. It absorbs nutrients (from the sun and other sources), and eliminates waste (sweat). _____
4. It also has a very high cell turnover rate. _____
5. In one year, _____
6. You will shed over 8 pounds of dead skin! _____
7. In fact, _____
8. What you see on your body is dead skin waiting to be sloughed off _____
9. While everything else is beneath the surface. _____
10. The skin is made up of several different types of cells. _____
11. And each type of cell contributes to the skin in different ways. _____
12. The epidermis, _____
13. The epidermis is the most superficial layer of the skin that covers almost the entire body surface.
14. The epidermis rests upon and protects the deeper and thicker dermis layer of the skin. _____
15. Structurally, _____
16. The epidermis is only about a tenth of a millimeter thick _____

Sentences from: (Innerbody.com, 2015)

Practice

SKILL FOCUS: Writing sentences, clauses and phrases.

Instructions: Order the following sentences.

1. The/ are/ a/ pair/ of/ organs/ found/ along/ the/ wall of/ the abdominal cavity. kidneys/
bean-shaped/ posterior/

2. left kidney/ is/ The/ located/ higher/ than/ the right kidney/ the right side/ of the liver/
is / larger than /the left side. /because/ much / slightly/

3. unlike/ the other organs/ The kidneys,/of the abdominal cavity,/ posterior/ to the
peritoneum/ and/ the/ muscles/ of the/ back. are located/ touch/

4. are/ by/ a layer/ of/ adipose/ that/ holds/ them/ in/ and/ protects/ from/ physical
damage. surrounded/ The kidneys/ place/ them/

5. filter/ metabolic wastes/, excess/ from/ to/ form/ urine. The kidneys/ ions,/ the blood/
and chemicals/

Sentences taken from (innerbody.com, 2015)

2.2.2. How to link sentences and ideas.

In order to link ideas and sentences, it is good to use subordinates and conjunctions.

- Subordinates: the most common subordinates are: although, because, before, however, unless and even though. (Sokolik, Edx.org)

- Conjunctions: The most common conjunction are: for, and, nor, but, or, yet, so. They link words, phrases and clauses. (Sokolik, Edx.org)
- Transition words. Transitions are words that help link sentences and ideas. Next, a list of the most popular ones.

as a matter of fact
 in addition
 first, second, third
 In the light of
 to
 and
 also
 then
 like
 moreover
 as well as
 similarly
 furthermore
 additionally
 nevertheless
 otherwise
 however
 even though
 but

in spite of
 nevertheless
 If... then
 because of
 in order to
 as / so long as
 here
 there
 next
 where
 beside
 behind
 since
 then
 before
 next as soon as
 as long as
 to sum up
 in summary

in conclusion
 after all
 given these points
 as shown above
 as can be seen
 thus
 consequently
 therefore
 as a result
 to clarify
 to explain
 to emphasize
 for example
 for instance
 for this reason
 not only ... but
 also

- Sign posts: indicate where the writer go next.
 - The purpose of this paper is....
 - The previous research has shown...
 - The next section will illustrate...

Practice

FOCUS: using transition words

Instructions: from the above list of transition words, classify into the following categories.

Practice

SKILL FOCUS: using transition words

Instructions: Complete the sentences with the most appropriate transition.

1. _____ the harm it may cause to the liver, people still drink alcohol
 - a. therefore
 - b. regardless
 - c. in addition
 - d. furthermore

2. Water-soluble hormones are unable to pass through the phospholipid bilayer of the plasma membrane and are _____ dependent upon receptor molecules on the surface of cells.

- a. in spite of
- b. furthermore
- c. therefore
- d. otherwise

3. In most cases, cystitis clears up completely following a course of antibiotics. _____, recurrence is a problem.

- a. however
- b. for example
- c. in addition
- d. subsequently

4. _____ cystitis can be quite painful, it usually don't cause permanent damage.

- a. furthermore
- b. accordingly
- c. as a result
- d. although

5. _____ UTIs are less common in men, they tend to be more severe when they do occur.

- a. in spite of
- b. as a result
- c. on the other hand
- d. however

6. _____, if treating asymptomatic bacteriuria would not be of any benefit it may impose a burden of potential side effects as well as the excessive costs on patients.

- a. similarly
- b. for example
- c. on the other hand
- d. as a result

7. People with UTIs may also benefit from certain analgesics (pain killers) _____ the bladder gets numbed and help make urination more comfortable.

- a. nevertheless

- b. as a result
 - c. despite that
 - d. nonetheless
8. _____ most people feel better within one or two days of beginning antibiotics, it's important to finish the entire course.
- a. Even though
 - b. Likewise
 - c. As a result
 - d. For instance
9. Bacteria often multiply in the urinary tract when a person doesn't urinate frequently enough. _____ frequent sexual activity contributes to the development of UTIs, especially for women.
- a. For instance
 - b. Likewise
 - c. On the other hand
 - d. However
10. UTIs can affect one population more than other, _____ pregnant women are at increased risk for pyelonephritis, which increases the chances of premature birth and low birth weight for the baby.
- a. As a result
 - b. In comparison to
 - c. Besides
 - d. For instance

Assessment

Name: _____

Date: _____

Assessment focus: Using transition words

Assessment source: peer assessment

Assessment strategy: think pair and check

INSTRUCTIONS: Fill in the blanks with the correct transition word or sign post taken from the box. There is an extra one.

as a result -- however – nevertheless - for instance – Besides that – on the other hand.

UTIs are usually diagnosed based on medical history and a lab tests. _____ urinalysis which is a urine sample that is examined under a microscope to determine the presence of bacteria and white and red blood cells. _____, for severe or recurrent infections, the doctor may order a urine culture. This involves placing drops of urine into several different mediums. Each medium encourages the growth of a different bacterium. _____, within a few days, the lab can identify the bacteria causing the infection and test its sensitivity to various antibiotics. _____ patients with recurrent UTIs may be referred to an urologist, a physician who specializes in treating diseases of the urinary tract. _____, the urologist can perform imaging and mechanical tests to determine the underlying cause of the infections. The success of the diagnosis and treatment depends on the effectiveness of the diagnosis.

Adapted from: (Maurer, 2015)

2.2.3. How to use commas in a sentence.

Commas are used in the following cases: (Wheeler, 2016)

- **Independent clause + , + conjunction + independent clause.**

Eg. Breathing out activates the parasympathetic wing of the nervous system, so try three or more breaths in which the exhalation is twice as long as the inhalation.

- **Dependent clause + , + Independent clause**

E.g. Before you turn on that stress-generating mobile device, you should take a deep breath and make an intentional pause.

- **Phrase + , + Independent clause.**

Notice that, putting a smile on the face and awakening your feelings of connection with others are good practices to lessen stress.

- **In lists**

Eg. Walking improves your circulation, keeps your joints lubricated and builds stamina.

- **An extra explanation goes between commas.**

E.g. The heart, the main organ of the respiratory system, slows down a little when we exhale.

- **To separate cities from countries.**

E.g. Holly Lucille from Toronto, Canada recommends something's called "power pause".

Practice

FOCUS: Using commas

Instructions: Chose the sentences that has placed the comma correctly. Then place the number of the rule they belong to.

1. The heart the muscular organ of the circulatory system, constantly, pumps blood throughout the body.

The heart, the muscular organ of the circulatory system, constantly pumps blood throughout the body.

The heart the muscular, organ of the circulatory, system constantly pumps blood throughout the body.

2. Approximately the size of a clenched fist, the heart is composed of cardiac muscle tissue.

Approximately, the size of a clenched fist the heart is composed of cardiac muscle tissue.

Approximately the size of a clenched fist the heart is composed of cardiac, muscle **tissue**.

3. The upper chamber on each side of the heart which is called an **atrium** receives and collects the blood coming to the heart.

The upper chamber, on each side of the heart, which is called an **atrium** receives and collects the blood coming to the heart.

The upper chamber on each side of the heart, which is called an **atrium**, receives and collects the blood coming to the heart.

4. The atrium then delivers blood to the powerful lower chamber, called a **ventricle**, which pumps blood away from the heart through powerful, rhythmic contractions.(3 commas)

The atrium, then delivers blood to the powerful lower chamber called a **ventricle** which pumps blood away, from the heart through powerful rhythmic, contractions.

The atrium, then delivers blood to the powerful lower chamber called a **ventricle** which pumps, blood away from the heart through powerful, rhythmic contractions.

5. In the lungs oxygen is absorbed, in the blood.

In the lungs oxygen, is absorbed in the blood.

In the lungs, oxygen is absorbed in the blood.

6. When the left side of the heart, receives the oxygen-rich blood from the lungs it delivers it to the rest of the body.

When the left side of the heart receives the oxygen-rich blood from the lungs, it delivers it to the rest of the body.

When the left side of the heart receives, the oxygen-rich blood from the lungs it delivers it to the rest of the body.

7. Physiologically the contraction of the cardiac muscle tissue in the ventricles, is called systole.

Physiologically the contraction of the cardiac muscle tissue, in the ventricles is called systole.

Physiologically, the contraction of the cardiac muscle tissue in the ventricles is called systole.

8. When the ventricles contract, they force the blood from their chambers into the arteries leaving the heart.

When the ventricles contract they force, the blood from their chambers into the arteries leaving the heart.

When the ventricles contract they force the blood from their chambers, into the arteries leaving the heart.

9. The left ventricle empties into the aorta and the right ventricle into, the pulmonary artery.

The left ventricle empties into the aorta, and the right ventricle into the pulmonary artery.

The left ventricle, empties into the aorta and the right ventricle into the pulmonary artery.

10. The London England hospital medical team, called *systolic pressure* to the increased pressure due to the contraction of the ventricles.

The London, England hospital medical team called *systolic pressure* to the increased pressure due to the contraction of the ventricles.

The London England hospital medical team called *systolic pressure*, to the increased pressure due to the contraction of the ventricles.

Sentences adapted from (cardiocnsults.com, 2006)

Assessment

Name: _____

Date: _____

Assessment focus: Using commas

Assessment source: peer assessment

Assessment strategy: think pair and check

Instructions: Place commas where needed according to the rules explained above

Norman Bethune a Canadian doctor became a famous Canadian who is better known outside of Canada than in it. Bethune was born in Gravenhurst Ontario in 1890. As a young man he studied medicine and in 1917 he became a doctor. At the age of 36 he was stricken with tuberculosis a devastating lung disease. He spent about a year recovering. Subsequently he won worldwide fame for his experiments in lung surgery and for his invention of instruments used in chest surgery. In 1936 Bethune joined the Republican Army in the Spanish Civil War. When he developed the first mobile blood transfusion service in history his fame around the world increased. The blood transfusion service allowed doctors for the first time to provide significant treatment to soldiers near battle fronts. In 1938 Bethune went to China which was at war with Japan. Bethune organized field hospitals served as a battle surgeon and set up medical schools to train Chinese surgeons. In November 1938 he became medical chief of the Chinese Eighth Route Army. Unfortunately in 1939 after only 21 months in China Bethune died of blood poisoning. Despite Bethune's major medical innovations most Canadians have never heard of him. However he is considered a national hero in China and is well known in many other parts of the world. (Robinson, 2009)

. (Robinson, 2009)

FEEDBACK:

Assessment

Name: _____

Date: _____

Assessment focus: writing sentences

Assessment source: peer assessment and teacher's assessment

Assessment strategy: rubric

Instructions:

- Chose four words from the ones in the box and write sentences
- Remember to differentiate, sentences, clauses and phrases.
- Use linkers such as conjunctions or subordinates.
- Also pay attention to punctuation and capitalization.
- Your peer and/or teacher will use the rubric in the next page to assess your learning, then you will be able to check your mistakes and reflect about them.

**The heart - the blood - the blood vessels –
the platelets - arteries - capillaries - the veins.**

SENTENCE 1.

SENTENCE 2.

SENTENCE 3.

SENTENCE 4.

Building sentences rubric

	0,5	1	2
--	-----	---	---

GRAMMAR	The sentences has more than three mistakes	The sentences has one or two mistakes	The sentence has the correct grammar
AGREEMENT	The sentence does not agree in tense and number	The sentences does not agree in tense or number.	The sentences shows agreement in tense and number
PUNCTUATION	The sentences has 2 or more punctuation mistakes.	The sentences has one or two mistakes of punctuation	The sentences has the correct punctuation
CAPITALIZATION	The sentence does not capitalize the first letter neither other proper nouns in the sentence.	The sentence capitalizes the first letter but not other proper nouns in the sentence	The sentence capitalizes the first letter and the proper nouns as corresponds.
STYLE	The sentences are simple and does not use any linker.	The sentences are composed clauses but does not uses the appropriate linker.	The sentences are composed clauses and use the appropriate linker.

Note: use the writing correction code to rewrite your sentences.

Code	Use	Example
WW	Wrong word	<i>As our plane flew <u>on</u> the mountains we saw snow.</i>
WT	Wrong time	<i>As our plane flew over the mountains we <u>see</u> snow.</i>
WF	Wrong form	<i>As our plane flew over the mountains we <u>was seeing</u> snow.</i>
WO	Wrong order	<i>As our plane over the mountain <u>flew</u> we saw snow.</i>
SP	Spelling	<i>As our plane <u>flue</u> over the mountains we saw snow.</i>
P	Punctuation	<i>As our plane flew over the mountains; we saw snow.</i>
X	Extra word	<i>As our plane flew over <u>to</u> the mountains we saw snow.</i>
M	Missing word	<i>As our plane flew over the mountains <u>_</u> saw snow.</i>
R	Register	<i>As our plane flew over the mountains we <u>observed</u> snow.</i>
?	Not clear	<i>As our plane flew over the mountains we saw snow.</i>
!	Silly mistake!	<i>As our plane flew over the mountains we <u>seed</u> snow.</i>
RW	Try re-writing	<i><u>Our vehicle flies, we snow find, over mountains you saw it.</u></i>

Writing correction code taken from:_(Kaye, 2007)

2.3. HOW TO WRITE PARAGRAPHS

The consideration for a good paragraph is not the length. You can write a paragraph with only one sentence or with more than five or six. Therefore, what makes sentences be a paragraph is the support they provide to a main idea.

2.3.1. How to write an effective paragraph

Paragraphs are the union of sentences. They consist of topic sentences, supporting details and conclusion. (UNC college of arts and science)

Paragraphs are organized in the following way: (Sokolik, 2014)

Topic sentence:

Sentence #1 – what the paragraph is going to be about. It is the main idea of the paragraph.

Sentence #2 – explain why the topic sentence is true.

Supporting details

Sentence #3 – give an example of the claim made in the topic sentence: use "for instance", "for example".

Sentence #4 – give another example of the claim to better support it: use "Furthermore", "also", "additionally", "moreover".

Sentence #5 – support the claim with information that is even more specific or citation, use "According to...",

Conclusion

Sentence #6 – write a sentence that wraps up the paragraph (an "in conclusion" sentence):

Paragraph example:

Skeletal Muscle.

Skeletal muscle is the only voluntary muscle tissue in the human body that is controlled consciously. Every physical action that a person consciously performs (e.g. speaking, walking, or writing) requires skeletal muscle. For example, the function of skeletal muscle is to contract to move parts of the body closer to the bone that the muscle is attached to. Furthermore, most skeletal muscles are attached to two bones across a joint. According to (Taylor, 2015) when muscles run out of energy during either aerobic or anaerobic respiration, the muscle quickly tires and loses its ability to contract. In this way the muscle serves to move parts of those bones closer to each other.

Practice

FOCUS: paragraphing

Instructions: Number the sentences to form a paragraph, rewrite it below and add transitions where possible.

_____ This can affect the kidneys (the organs that remove excess water and waste products from the blood) and the ureters (the tubes that connect the kidneys and bladder).

_____ UTIs involve the lower urinary tract, i.e. the bladder and the urethra called cystitis.

_____ UTIs can be quite painful, and can cause serious damage when not treated adequately.

_____ In acute (sudden, short-term) pyelonephritis, there is a risk that bacteria will enter the blood stream, causing a life-threatening condition called septicemia.

_____ Chronic (long-term) pyelonephritis can cause scarring and permanent damage to the kidneys (Sarah Maurer, 2015)

_____ Sometimes cystitis spreads to the upper urinary tract, causing a more serious infection called pyelonephritis.

Adapted from: (Maurer, 2015)

FEEDBACK

Assessment

Name: _____

Date: _____

Assessment focus: paragraphing

Assessment source: peer assessment teacher's assessment

Assessment strategy: rubric

Instructions: write a paragraph describing a medical dilemma that you may face as medical practitioner, follow the instructions explained to write paragraphs and then add transitions, commas and capitalization as corresponds.

Sentence #1 – (topic sentence) –

Sentence #2 – support the topic with an explanation of why the topic sentence is true.

Sentence #3 – use an example of the topic sentence: use "for instance"

Sentence #4 – use another example to support the claim in a better way: use **FURTHERMORE**,.

Sentence #5 – support the topic sentence by citing an author, a book, report: **ACCORDING TO...**

Sentence #6 – The final sentence is a wrap of the paragraph (an “in conclusion” sentence):

Finally, put all together and add transitions words as needed.

Paragraph Writing Rubric

Paragraph Topic: _____

	1	0,5	0,25	0
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Paragraph Structure	The paragraph has: Topic sentence. 3 details or supporting sentences Concluding sentence	The paragraph has: Topic sentence. 2 supporting sentences. Concluding sentence	The paragraph has: Topic sentence. 2 detail sentences. Concluding sentence	The paragraph has: No topic sentence Just some sentences.
	The supporting sentences strongly support the topic sentence.	The writing is on topic.	Some of the sentences stay on topic.	Writing does not stay on topic and some details are missing
	Language/interesting words.	The writing makes sense.	The writing is difficult to understand	The writing does not makes sense.
Conventions	All of my sentences have a subject and predicate and they show good agreement.	Most of the sentences have a subject and predicate. And most verbs and subjects agree.	Some of the sentences have a subject and predicate and some subjects and verbs agree.	The sentences do not have a subject and predicate. Or they have them but they do not agree.
	It uses a variety of types of sentences	Varied kinds of sentence structures.	Sentences demonstrate minimal variety.	Simple sentence structures.
	Transition words and sign post are well used during the paragraph	The paragraph shows some transition words and signpost but it misses some of them.	The paragraph has transition words but not signpost or vice versa.	The paragraph lacks of transition words and sign posts.
Punctuation	All of the sentences are well punctuated and start with capital letter.	Most of the sentences are well punctuated and start with capital letter.	Some of the sentences are well punctuated and start with capital letter.	The sentences are not well punctuated and do not start with capital letter.
	All the words are well spelled.	Most the words are well spelled.	Some of the words are well spelled.	All the words are not well spelled.
References	Source material is smoothly integrated into the text.	Source material is used.	Source material is used, but integration may be awkward.	Lacks sources and/or sources are not accurately documented.
	All sources are accurately documented in the desired format	All sources are accurately documented, but a few are not in the desired format.	All sources are accurately documented, but many are not in the desired format or lack credibility	Format is incorrect for all sources

2.4. HOW TO WRITE INTRODUCTIONS OF ESSAYS

The introduction of the essay is the map for the reader. It has to provide with a background or contextual information of the topic, present the thesis statement, and the outline of the essay (Morgan, 2014).

2.4.1. Parts of an introduction

In order to write an introduction properly, make sure to follow the next steps: (Unilearning.com, 2000)

- Background of the topic / Orientation to the topic
- Thesis statement
- Outline of the essay or purpose statement

Topic background

It is the bridge to link the reader to the topic of an essay. It can be written in one, two or more sentences depending on how much information is needed to understand the importance of the issue (Xudong, 2013). You can:

- Relate an anecdote.
- Present surprising facts and statistics.
- Use a fitting quotation.
- Ask a provocative question.
- Tell a vivid personal story.
- Define a key term.

Thesis statements

The thesis statement is the most important part of introductions (The Univeristy of North Carolina, 2014) Every Essay has a thesis, but they differ according to the type of essay. (English 102) There are argumentative, prescriptive and descriptive thesis.

Thesis have three parts: the topic + attitude + argument. (Sokolik, EDX.org, 2015)

Smoking + **causes serious damages to your respiratory system,** + **it affects your lungs, throat and even causes bad breath.**

- **Argumentative Theses**

- Tells the reader how you will address the topic under discussion.
- Tells the reader what to find in the rest of the paper.
- Directly answer the research question
- It makes an arguable claim
- It is usually stated in a single sentence.

Examples:

- “Secondhand smoke is just as dangerous as smoking and causes a higher frequency of cancer and heart disease.
- Proteins provide immune system defense for the body and also contain anti-oxidant components. Protein creates muscle growth and is highly necessary in order to recover properly from some kind of injury. (Custom essay. org, 2014)

- **Prescriptive thesis**

- They are also arguable statements BUT, makes a claim about how things should be.
- Deal with questions of values, ethics or morality.
- Uses evidence, logic, measurement, analysis, interpretation and explanation. HOWEVER, unlike a descriptive thesis, it also
- Makes a “should” statement
- Appeals to shared values or morals—assessments of what is “good” and “bad.”

Example

- Because half of all American elementary school children consume nine times the recommended daily allowance of sugar, schools should be required to replace the beverages in soda machines with healthy alternatives. (Writing services , 2011)

- **Descriptive Thesis:**

- A **descriptive** thesis states how things are.
- Makes an “is” statement
- Everyone with enough training can observe, test and conform.
- Deals in measurement, analysis, interpretation, explanation

Example:

- Obesity is “accumulation” of fat in the organism, which leads to the increase of the surplus mass of the body by 20% and more compared to the average normal body mass value (“ideal” mass of body).

✚ Purpose statement or essay outline

Purpose statements for your Introduction can be (The writing center , 2014):

- The purpose of this paper is to ...
- The purpose of this investigation is to ...
- In this paper, we give results of ...
- The aim of this paper is to ...
- This paper reports on the results obtained
- This study was designed to ...
- The remainder of this paper is divided into five sections
- In this paper, we argue that
- This paper argues that
- We have organize the rest of this paper in the following way
- This paper is structured as follows

Example of essay introduction

How dugs affect the nervous system

The nervous system is the control system and the network of communication for the body. All of our thoughts and behavior can be traced to the activity of a neuron. A typical neuron has three important parts: first a cell body, second dendrites and last an axon. All three parts are important for our daily functions. Drugs however, such as cocaine can alter these actions and have short and long-term effects that are not always the best feeling. This paper outlines the effects of drugs on mental processes and physical performance. (Megaessays.com, 2014)

(Megaessays.com, 2014)

Practice

FOCUS: writing Introductions for essays

Instructions: Analyze the following introductions. Underline each one of its parts and number it according to the code. Then, complete the type of essay and the type of thesis.

1. Topic background
2. Thesis statement
3. Essay outline

Introduction 1

What the brain need to function

Obesity has become a serious problem among children especially in the United States and scientists believe that children consume more food after watching food advertising. There is no doubt that there is a strong relationship between advertising on food and desiring to eat. Therefore, the United States government should prohibit the fast food advertisements to reduce childhood obesity. The main reasons of banning unhealthy food advertisement are changing the life style of kids and limiting overconsumption among children. (Counselor, 2016)

Type of essay: _____

Type of thesis: _____

Introduction 2

Obesity has become a serious problem among children especially in the United States and scientists believe that children consume more food after watching food advertising. There is no doubt that there is a strong relationship between advertising on food and desiring to eat. Therefore, the United States government should prohibit the fast food advertisements to reduce childhood obesity. The main reasons of banning unhealthy food advertisement are changing the life style of kids and limiting overconsumption among children. (Counselor, 2016)

Type of essay: _____

Type of thesis: _____

Assessment

Name: _____

Date: _____

Assessment focus: writing introductions

Assessment source: peer assessment, teacher’s assessment

Assessment strategy: rubric

Instructions: Write an introduction about why the human body is the perfect machine.

Follow the instructions:

Sentence #1 – topic background and orientation

Sentence #2 – thesis statement:

Sentence #3 – Essay outline or purpose statement

Introduction for a descriptive essay

Introduction for an argumentative essay

Introduction of an essay – Rubric

Essay Topic: _____

	1	0,5	0,25	0
Structure	The introduction has: Background Thesis statement and outline	The introduction has: Background and Thesis statement	The introduction has: only a Background of the topic	The introduction has no sense.
	The thesis statement is clear and has: 3 elements Topic, attitude and argument	The thesis statement is quite clear has: Only two of the three elements	The thesis statement has: Topic or just one of the elements.	There is no thesis statement or it is not clear.
Conventions	All of my sentences have a subject and predicate and they show good agreement.	Most of the sentences have a subject and predicate. And most verbs and subjects agree.	Some of the sentences miss one of the elements and the sometimes they do not show good agreement.	The sentences do not have a subject and predicate. Or they have them but they do not agree.
Punctuation	All of the sentences are well punctuated and start with capital letter.	Most of the sentences are well punctuated and start with capital letter.	Some of the sentences are well punctuated and start with capital letter.	The sentences are not well punctuated or do not start with capital letter.
	All the words are well spelled.	There are a few of misspelled words	There are some of misspelled words	There are many misspelled words.
TOTAL				

2.5. HOW TO WRITE CONCLUSIONS OF ESSAYS

The conclusion is the wrap up paper of the essay. It must be the part where the reader finds the whole summary of the essay.

2.5.1. Parts of a conclusion

The conclusion paragraph is formed by these elements: Thesis + Summary + Connection (Warner, 2015)

- Reference to essay question
- Thesis: rewrite your thesis. Use synonyms.
- Summary: rewrite the topic sentences of the paragraphs.
- Connection: make a connection with the reader.

Example:

Conclusion

Many Americans flock to alternative practices either because their suffering has not been alleviated by standard medical or surgical treatment, or because the traditional treatments themselves are too expensive or dangerous. These patients often feel that the intrusion of increasingly complicated and impersonal technology has widened the gap between mainstream caregivers and patients. Too many doctors are thought to be coolly professional and emotionally distant, inclined to cure a specific disorder narrow-mindedly without comforting or caring for the patient. Americans have made it clear with their pocketbooks that they find this unacceptable.

Practice

SKILL FOCUS : writing conclusions for essays

Instructions: Analyze the following conclusions. Underline each one of its parts and number it according to the code.

1. Reference to essay question
2. Thesis: rewrite your thesis. Use synonyms.
3. Summary: rewrite the topic sentences of the paragraphs.
4. Connection: make a connection with the reader

89

CONCLUSION 1:

CONCLUSION 1: Thomas Roselle, a licensed chiropractor and acupuncturist who runs an alternative-care practice in Falls Church, Va., states, "Traditional medicine shines in crisis intervention, but where it fails at times is in day-to-day-care. We see many different things where traditional medicine has failed to do anything about it. Too often the question of why the body is broken down isn't asked" (Lombardo). Of course, acceptance of alternative medicine by the medical establishment will not occur until research has proven its efficacy. However, with so many Americans already using alternative treatments, doctors need to better understand the principles of alternative medicine. It is incumbent upon doctors not only to know what medical treatments their patients are using, but what effect those treatments are having. Only then can doctors provide an effective and safe diagnosis.

CONCLUSION 2:

In conclusion, self-medication is one of the biggest public health problems in Ecuador, the main causes are: economic, social and cultural factors, and easy access to drugs without medical prescription. The most consumed medicines are analgesics, antibiotics and antidepressants. A better control over the sale of medicine and education of the population about this topic are the best solutions in order to eradicate the abuse of such drugs, which creates complications at diagnosis, and treatment of diseases that could lead even to the patient's death.

Assessment

Name: _____

Date: _____

Assessment focus: writing conclusions

Assessment source: peer assessment and teacher's assessment

Assessment strategy: think pair and check

Instructions: write the conclusion of the essay you have been developing.

Follow the instructions:

Sentence #1 – Reference to the research question

Sentence #2 – thesis statement

Sentence #3 – Review of arguments

Sentence #4 - Connection to the reader

Conclusion of an essay – Rubric

Essay Topic: _____

	1	0,5	0,25	0
Structure	The conclusion has the four elements: refers to the essay questions, restate the thesis statement, presents a summary of the essay and makes a great connection with the reader.	The conclusion refers to the essay questions. Restate the thesis statement, presents a summary of the essay and makes great connection with the reader.	The conclusion refers to the essay questions. Restate the thesis statement, presents a summary of the essay and makes great connection with the reader.	The conclusion refers to the essay questions. Restate the thesis statement, presents a summary of the essay and makes great connection with the reader.
	The thesis statement is clear and has: 3 elements Topic, attitude and argument	The thesis statement is quite clear has: Only two of the three elements	The thesis statement has: Topic or just one of the elements.	There is no thesis statement or it is not clear.
Conventions	All of my sentences have a subject and predicate and they show good agreement.	Most of the sentences have a subject and predicate. And most verbs and subjects agree.	Some of the sentences miss one of the elements and the sometimes they do not show good agreement.	The sentences do not have a subject and predicate. Or they have them but they do not agree.
Punctuation	All of the sentences are well punctuated and start with capital letter.	Most of the sentences are well punctuated and start with capital letter.	Some of the sentences are well punctuated and start with capital letter.	The sentences are not well punctuated or do not start with capital letter.
	All the words are well spelled.	There are a few of misspelled words	There are some of misspelled words	There are many misspelled words.
TOTAL				

Assessment

Name: _____

Date: _____

Name: _____ Date: _____

Skill: essay writing (structure)

Assessment strategy: check list

Source of evaluation: self- evaluation

93

Check list for essay structure

1. Intro

- a. Topic background- Sentence 1
- b. orientation to the topic - Sentence 2
- c. Thesis statement
 - Topic
 - Attitude
 - Argument
- d. Outline

2. Paragraphs

- | | P1 | P2 | P3 |
|---------------------------------------|--------------------------|--------------------------|--------------------------|
| a. Topic sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Explaining sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Supporting sentence 1 with Example | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Supporting sentence 2 argument | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Supporting sentence 3 reference | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Concluding sentence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

3. Conclusion

- a. reference to essay question
- b. reiteration of thesis point
- c. overview of main arguments explaining them
- d. concluding comment or connection

RUBRIC FOR ACADEMIC ESSAYS

Structure	10	7,5	5	2,5	Total
Essay structure	The essay clearly defines the introduction, at least three body paragraphs and a conclusion	The essay shows the introduction and at least three body paragraphs but misses the conclusion	The essay has introduction, but does not differentiate the paragraphs and/or a conclusion	The essay does not present a clearly defined structure	
Introduction	The introduction has background sentence, thesis statement, essay outline.	The introduction has only the thesis statement.	The essay has some sentences related to the topic but misses the thesis statement	The introduction is just a mixture of sentences with no logical structure.	
Paragraphs	The paragraphs have: topic sentence. At least 3 supporting sentences and concluding sentence	The paragraphs have: topic sentence. Only one or two supporting sentences and concluding sentence	The paragraphs have: topic sentence, supporting sentences but no concluding sentence	The paragraphs misses the topic sentence and has only sentences related to the topic.	
Conclusion	The conclusion refers to the thesis statements without repeating it, mention the arguments and establishes a connection with the reader.	The conclusion has only two of the three elements mentioned before.	The conclusion has only one of the three elements mentioned before.	The conclusion does not clearly mention any of the elements.	
Language Use					
Coherence	Correct utilization of grammar, including punctuation, spelling, and subject and verb usage and transition words.	There are a few errors which do not interfere with content. Content is still well understood.	There are some errors throughout the text, even though they interfere with the content, the ideas stand clear	There are many errors which makes content difficult to understand.	
Cohesion	The writing fulfills with the cohesive devises: lexical, cohesive nouns, reference, substitution and ellipsis.	There are a few errors which do not interfere with content. Content is still well understood.	There are some errors throughout the text, even though they interfere with the content, the ideas stand clear	There are many errors which makes content difficult to understand.	
Use of vocabulary	Use precise, varied and creative words. Synonyms are well used and ALL sentences demonstrate understanding of specialized words. 300 words or more	Vocabulary is well chosen, however it lacks some elements to make it Uses more than 200, but less than 300	Words fits the topic, but they are not interesting enough and specialized words are somehow confusing. Uses 150 words or less	The vocabulary use is poor, repetitive and imprecise. Uses less than 100 words	
Critical thinking					
Thesis statement	It is related to the research question, it clearly presents the author's attitude and arguments. It is clear and coherent.	It answers to the research questions but it fails in posing arguments and attitude.	It is somehow related to the research question, and presents the author' side but it lacks clarity and coherence	It is not related to the research question. It does not clearly state the author's attitude or arguments.	
Arguments	Interesting, well though and strongly support the topic sentences and helps prove the thesis statement.	Statements, examples and references are not very accurate to support the topic sentence and thesis statement	Statements, examples and references somehow support the topic sentence and thesis statement.	The writer's arguments are some unclear statements which are not very accurate to support the topic sentence and thesis.	
Evidence	Evidence supports one concept that helps prove the thesis statement and Includes citation in the correct format.	Evidence is accurate to support but format is not correct.	Evidence is somehow accurate but format is not correct.	Evidence is not accurate and it is not in the correct format. Or there are not references	

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