

# Welcome to English for Medicine

Meeting 25

Review and exam

Catch-up meeting

R, Jan 18, 8.30

Internship

W, Jan 16 15-18 (17b - Gialla)

F, Jan 19, 8.30-11.30 (17b - Gialla)

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attending

# Plan of the day

- Review
- Exam
- In-class activity1: Extinction FiB



**Extra-class work:**

# Chart types



Column



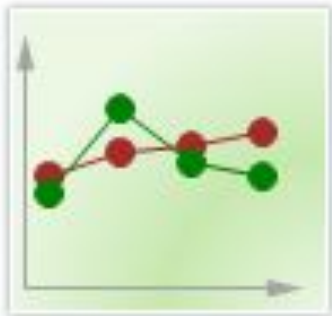
Bar



Pie



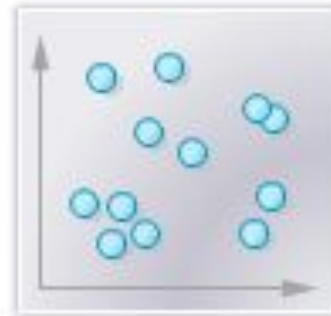
Donutnut



Line



Area



Scatter



Spider

The chart shows **projected** changes in worldwide energy use between 2008 and 2030

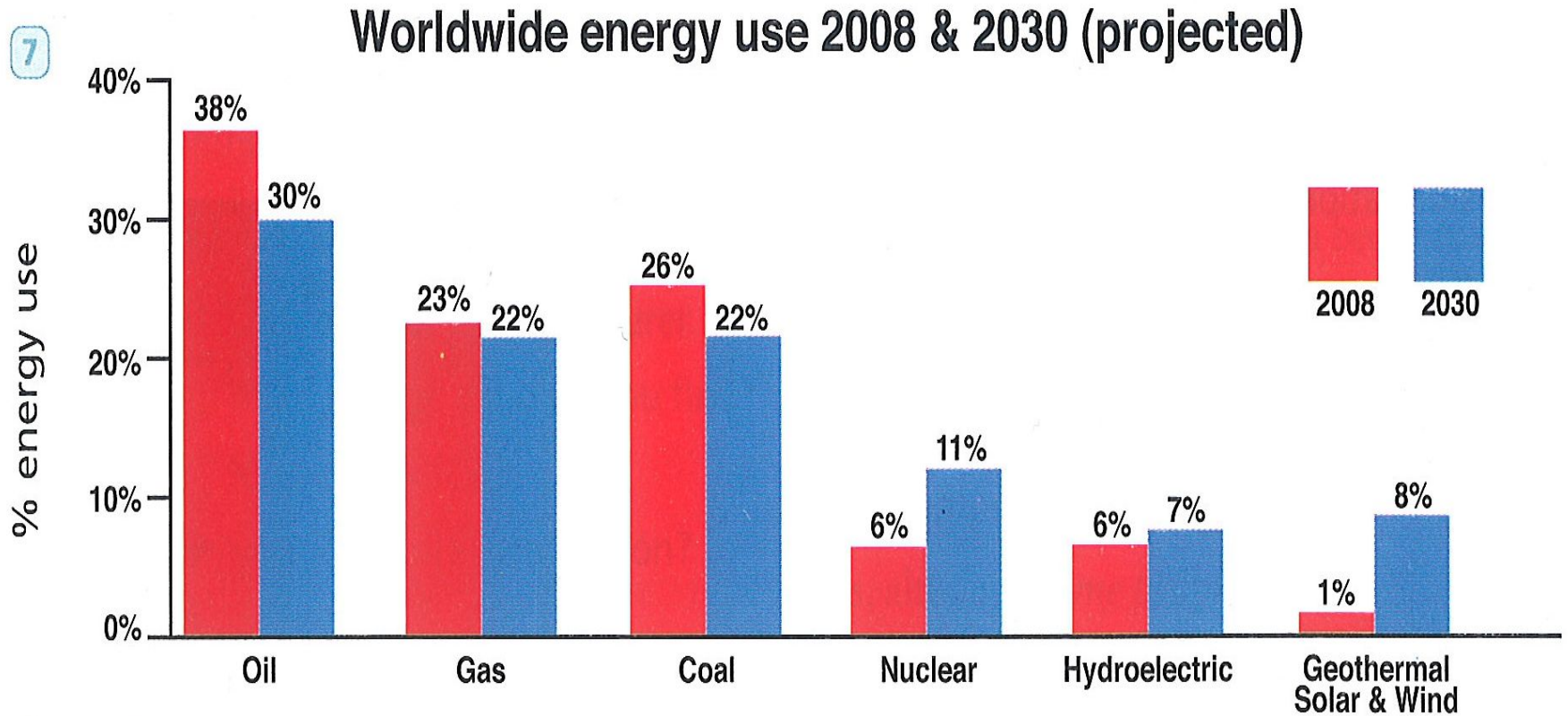


Figure 1

Source: [www.mabenergy.com](http://www.mabenergy.com)

Up	No change	Down	Adverbs & Prepositions
increase (n. ??) grow (n. growth) rise (intr.) raise (trans.) climb (n. ??) peak (at)	stay the same remain at doesn't change is unchanged stabilize	decrease fall decline drop shrink	slightly gradually steadily significantly sharply dramatically
improve soar rocket skyrocket surge	fluctuate level off recover	worsen plunge plummet collapse crash	

The quantity peaked **at** [VALUE] **in** (March).  
 The quantity (rocketed/skyrocketed) / (plummeted/dropped/collapsed/crashed) **in** January  
 The quantity (climbed/soared) / (declined/fell) **{to [VALUE]} {from April to July}**  
 There was a fall/rise **of [NO ARTICLE]** 5% **in** the [VALUE] **in** June  
 The quantity (fall/decline/collapse) / (increase/rise/grow) **by** [VALUE]  
 The quantity (start/level off/peaked) **at** [VALUE]

# Exam format

Reading - Comprehension Questions	10-15
Cloze - Multiple Choice	10-15
Word Formation	10-15
Writing - Description: graph	20
	60

## Mock exams

- go to [www.exam.net](http://www.exam.net)
- access codes are:
  - **pbnfcs** Reading
  - **TH6bCo** Cloze
  - **RUABRm** W.Form
  - **An8fUk** Writing
  -

## ORAL:

### Project Discussion

**Choose one out of the three project types we are analyzing in class**

# In-class activity 1: Extinction

**Go to TEAM look for the activity:  
Extinction OR**

**On your worksheet, number 1 to 10  
lines, **as follows****

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

.....

9) \_\_\_\_\_

10) \_\_\_\_\_

**Fill in the numbered blanks  
in the captions. Blanks can  
comprise one or more  
words**

[Full clip](#)

[Fill-in-the-blanks](#)

# Project Type 1 - Press Release and Scientific Article

**OBJECTIVE** - Observing vertical variation: Highest technicality - Medium technicality.

**MATTER OF STUDY** - A press release (google “study finds ...”) and the corresponding scientific article.

**OBJECT OF STUDY** - Contents, of course, but more importantly, the features of the two levels of technicality:

- structure against the “deep structure” (organization of information)
- specific features (lexical, morphological, syntactic, semantic, textual)
- processes of simplification, reduction, and deletion (from the scientific article to the press release)

**PRODUCTS** - In your presentation, you should have:

- comparative tables with comments on specific language issues among which examples of simplification, reduction, and deletion
- terminological clusters organized according to the semantic relations we studied.

**PREPARATION** - Fill in the questionnaire on TEAM (NOW available)



# Project Type 2 - Patent of invention

**OBJECTIVE** - Observing specific writing strategies: novelty and vagueness

**MATTER OF STUDY** - A patent of invention using

<https://patents.google.com/advanced>

**OBJECT OF STUDY** - Contents, of course, but more importantly, the features of technical-scientific language in this particular type of text:

- structure against the “deep structure” (organization of information)
- specific features (lexical, morphological, syntactic, semantic, textual, remember the bureaucratic/legal language uses )
- strategies to emphasize the novelty of the invention
- strategies to arrive at a compromise between necessary intension (to describe the invention clearly) and the need to expand the extension

**PRODUCTS** - In your presentation, you should have:

- tables in which you collect and classify examples of the text that, according to you, implement the strategies above
- terminological clusters organized according to the semantic relations we studied.

**PREPARATION** - Fill in the questionnaire on TEAM (NOW available)

# Project Type 3 - College textbook

**OBJECTIVE** - Observing specific writing strategies: definitions, explanations and peculiarities of higher medium (or lower high) textuality

**MATTER OF STUDY** - An excerpt from one of the three college textbooks (see next slide)

**OBJECT OF STUDY** - Contents, of course, but more importantly, the features of technical-scientific language in this particular type of text:

- structure against the “deep structure” (organization of information)
- specific features (lexical, morphological, syntactic, semantic, textual)
- strategies to define concepts
- strategies to explain the topic of the “chapter”

**PRODUCTS** - In your presentation, you should have:

- tables in which you collect and classify examples of the text that, according to you, implement the strategies above
- terminological clusters organized according to the semantic relations we studied.

**PREPARATION** - Fill in the questionnaire on TEAM

This is the link to the questionnaire to choose what project type you are going to work on:

<https://forms.gle/ARRmwzkyk6BePyWi8>

# Project Type 3 - College textbooks

**Let's look at the structure of Chapter 1 in Roesenthal and Glew 2009.**

## [Chapter 1](#)

Dhar, S.U., Nagamani, S.C.S., and Eble, T.N. (eds) (2020) *Handbook of Clinical Adult Genetics and Genomics. A Practice-based Approach* [TOC](#)

Lee, H., Singh, R., and Culjat, M. (2012) *Medical devices and technology. Surgical and image-guided technologies.* [TOC](#)

Rosenthal, M.D. and Glew, R.H. (2009) *Medical Biochemistry. Human Metabolism in Health and Disease.* [TOC](#)