

Innopolis University English Division

F20, EAP I, Lesson 8 A

Handout 2

1. Copy and paste your peer’s Summary paragraph into this file and write the **Reviewer’s name** (your name) and **the Reviewee’s name**.

**Reviewer’s name: Dmitry Beresnev**

**Reviewee’s name: Danil Andreev**

Wim Naudé writes about the ways in which AI can help during the COVID-19 pandemic.

The first point is that AI can be used to track and predict the spread of the COVID-19.

According to Wim Naudé, AI alarmed about possible COVID-19 spread 30 minutes earlier that the scientists did. However, he also points out that we do not have enough data to train AI properly, and sometimes the data can be unreliable.

Wim Naudé also shows that AI can help in the diagnosis of COVID-19.

He explains that being accurate AI can make diagnosis cheaper and faster. Nevertheless, he emphasises that the lack of data for a training is present here as well.

Wim Naudé ends by saying that AI can be useful in social control.

1. Read the paragraph and assess **the content**:

|  |  |  |
| --- | --- | --- |
| Question | Points 1-5 | Comments |
| 1. Is the summary of the source article  **detailed enough** for the reader to understand what the  article is about? | 5 |  |
| 2. Are all the ideas **described well enough** for the reader  **to understand** them? | 5 |  |
| 2. Is the paragraph  **concise**? | 5 |  |

1. Read the paragraph and assess **the structure:**

*Has the writer included* ***all the mandatory elements*** *of a Summary Paragraph? Asses their* ***quality****.*

|  |  |  |  |
| --- | --- | --- | --- |
| Element | ***+****/-* | Quality | Comments |
| 1. A **topic sentence/paragraph**  **head** | **+** | 5 |  |
| 2. The **first key idea** | **+** | 5 |  |
| *3.* **Supporting ideas** that illustrate the first idea *(important examples, evidence, a short quotation, and*  *information from the source text)* | **+** | 5 |  |
| *4.* The **second key idea** | **+** | 5 |  |
| *5.* **Supporting ideas** that illustrate the second idea *(important*  *examples, evidence, a short* | **+** | 4 | I am not sure that you should write about negative sides of your topic |

|  |  |  |  |
| --- | --- | --- | --- |
| *quotation, and information from the*  *source text)* |  |  |  |
| *6.* A brief description of the **third**  **key idea** | **+** | 5 |  |

1. Assess **transitions** and **reporting verbs.**

|  |  |  |
| --- | --- | --- |
| **Criterion** | **+/-** | **Comments** |
| Has the writer used a **transition**  to introduce the **first** key idea? | **+** |  |
| Has the writer used a **transition**  to introduce the **second** key idea? | **+** |  |
| Has the writer used a **transition**  to introduce the **third** key idea? | **+** |  |
| Has the writer used **reporting verbs** every time he/she **referred to** the author’s ideas? | **+** |  |

1. Assess the **coherence** of the paragraph.

|  |  |  |
| --- | --- | --- |
| **Question** | **Points 1-5** | **Comments** |
| Are the ideas presented in the paragraph **logically** organized? | 5 |  |

1. Asses the **vocabulary and grammar structures** that the writer used in the paragraph.

|  |  |  |
| --- | --- | --- |
| **Question** | **Points 1-5** | **Comments** |
| 1. Has the writer used  **a range** of relevant  and precise vocabulary? | 5 |  |
| 2. Are there any  **vocabulary errors**? | 5 | 5 means no errors) |
| 3. Has the writer used  **a range** of complex grammar structures? | 5 | 5 means that a paragraph is readable ) |
| 4. Are there any  **grammar errors**? | 5 | I have not found any errors |

1. What are the **key strengths** of the paragraph?

|  |  |
| --- | --- |
| **Strengths** | **Comments** |
| **1.** | Structure |
| **2.** | Clearness |
| **3.** | Lexicon |

1. What **should** the writer **improve** in order to make the paragraph more effective?

|  |  |
| --- | --- |
| **Suggested improvements** | Comments |
| 1. | I am still not sure that include negative sides in your paragraph is a good idea. (I emphasis it in text) |
| 2. | You should not use new lines (\n) when you write such paragraph |
| 3. | - |