

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: Made Oka Resia**

Samaira Guleria notes that AI has several positive effects during COVID-19. First of all, AI can easily manage big data and help overwhelmed the healthcare system. She shows that most health organizations such as WHO and CDC start using AI called “chatbots” to answer the question and serve all information of COVID-19 to the public rather than handle all of it via the call center. Second, she argues that smart drones and robots will be helpful during the COVID-19 pandemic. She states that drones and robots can be used to tracking people not wearing medical masks, distributing medical samples in a particular area, and delivering things to those who are in quarantine to avoid physical contact. Finally, she ends by saying that AI will continue to have a significant effect on healthcare and in other workplaces with no doubt.

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* | **+** | 5 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| *quotation, and information from the*  *source text)* |  |  |  |
| *6.* A brief description of the **third**  **key idea** | **+** | 4 | I am not really sure that the third point is good enough, for me it is a little bit vague |

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 |  |
| 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.** |  |
| **2.** |  |
| **3.** |  |

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

|  |  |
| --- | --- |
| **Suggested improvements** | Comments |
| 1. |  |
| 2. |  |
| 3. |  |