DepED
DEPARTMENT OF EDUCATION

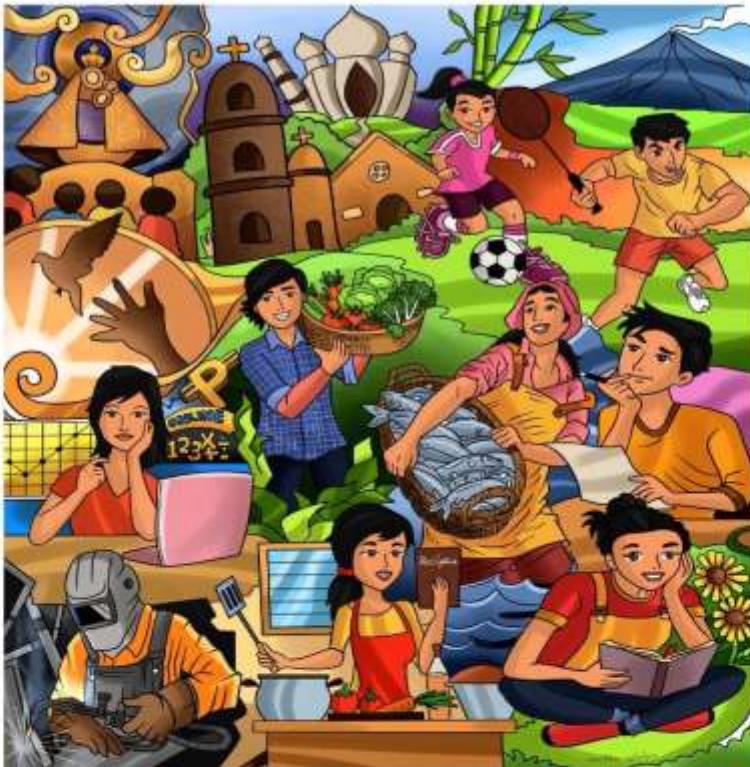# ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES

Quarter 1 – Module 5:

OUTLINE READING TEXTS IN VARIOUS DISCIPLINES

DEPARTMENT OF EDUCATION

REGION V BICOL

English for Academic and Professional Purposes – Senior High School
Quarter 1 – Module 5: Outline Reading Text in Various Disciplines

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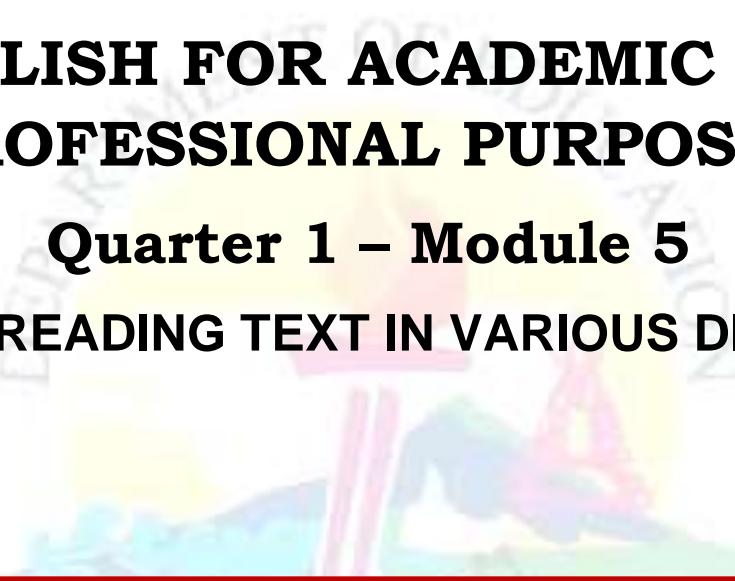
ENGLISH FOR ACADEMIC AND PROFESSIONAL PURPOSES
Quarter 1 – Module 5
OUTLINE READING TEXT IN VARIOUS DISCIPLINE

This instructional material was developed based from the Most Essential Learning Competencies (MELC) in English for Academic and Professional Purposes in response to the new normal scheme in learning delivery of the Department of Education. This module was collaboratively reviewed by educators and program specialists in the Regional Office V. We encourage teachers and other educational stakeholders to email their feedback, comments, and recommendations to the Department of Education at _____.

We value your feedback and recommendations.

Department of Education   ●   **Republic of the Philippines**

Outline Reading Text in Various Disciplines

I. Introduction

Well done, learner! Reaching this point means you are already equipped with basic strategies in reading for a better understanding of various academic texts.

As you venture this lesson, you will apply what you have learned from the past lessons regarding academic texts, text structure, summarizing, and identifying thesis statements.

In this module, you will learn the strategies in outlining reading texts in various disciplines. Maybe you already encountered the term 'outlining' before and your teachers asked you to make an outline of a text. If that's so, you may find the activities on this lesson as a piece of cake! If not, don't worry because the lesson and activities are made simple and understandable. Just follow the instructions and you will always be on track.

Now let's start crossing the exciting and fruitful journey of this module!

II. Objective

At the end of this lesson, you are expected to:

- Outline reading texts in various disciplines
  (CS_EN11/12A-EAPP-Iac-8)

III. Vocabulary list

Let's enrich your vocabulary with these terms that you will encounter throughout this lesson.

- *Outlining* – summarizing the essential features of a text in hierarchical or logical order
- *Skim* – to look over or read quickly specially to find the main ideas
- *Text* – a piece of writing, written or printed material
- *Thesis statement* – states the purpose and/or central idea of a text

IV. Pre-test

Now that you've got an idea on what you are expected to learn from this module, Let's have first a warm-up.

Directions: Read and comprehend the short text below. Then, complete the outline that follows by filling out the blanks with the correct words/phrases from the text. Write the answer on a sheet of paper.

Noise Pollution

Aircraft, traffic, construction, various machinery, and other facets of modern civilization create noise pollution. This excessive noise can harm human physically and psychologically. Diseases in hearing are a common result of noise pollution. After research confirmed that loud levels of noise reduced hearing, some cities passed laws setting the decibel level of music allowed in night clubs.

Noise pollution can be reduced by either moving the source away from people or creating quieter machines. For example, the placement of airports away from the city reduces the noise pollution of the city. Better insulation of buildings against noise can reduce noise pollution inside a building.

    I. Noise Pollution
      A. Sources of noise pollution
        1. Aircrafts
        2. Traffic
        3. _____
        4. _____
        5. Other facets of modern civilization
      B. General effects of noise pollution on human beings
        1. _____
        2. _____
      C. Ways of reducing noise pollution
        1. _____
        2. Creating quieter machines

V. Learning Concepts

"The more that you read, the more things you will know.
The more that you learn, the more places you'll go." —Dr. Seuss

Indeed, reading provides indispensable knowledge and skills that will bring you to other dimensions of learning. Hence, outlining as a skill in reading, will be your vessel as you journey the realm of understanding academic texts.

Are you ready to outline reading texts? Let us study outlining in the context of reading.

Before, you were told to make an outline prior to writing an essay or text (pre-writing). In this sense, the outline serves as your guide or blueprint in writing to ensure organization of your ideas; it is called as *writing outline*. In this lesson you will make an outline after you read a text (post-reading), it is called as *reading outline*. That means the outline will reflect the summary or abstract of the text. Therefore, you need to read and comprehend the text before you could make an outline. Now, let's have a detailed grasp of this lesson.

An **outline** is a summary that gives the essential features of a text. It shows how the parts of a text are related to one another as parts that are of equal importance, or sections that are subordinate to a main idea (Valdriz, 2017).

Steps in creating a reading outline

1. Read the entire text first. Skim the text afterward.
2. Locate the thesis statement of the whole text.
3. Look for key phrases in each paragraph of the text.
4. Locate the topic sentence of each paragraph.
5. Look at the topic sentences and group these with related ideas together.
6. Arrange the contents according to levels.
7. Evaluate the supporting details.
8. Go back to the text to check whether you have followed the sequence closely and you have not missed any important information
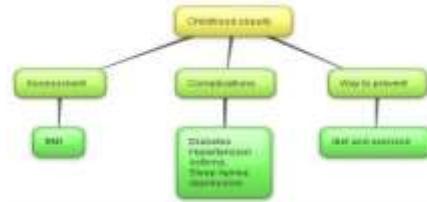
Outline provides a means of organizing your information in a hierarchical or logical order. For research papers, a formal outline can help you keep track of large amounts of information

You may follow the simple steps below in finalizing your outline.

- Place your thesis statement at the beginning.
- List the major points that support your thesis.
- List supporting ideas or arguments for each major point.
- If applicable, continue to sub-divide each supporting idea until your outline is fully developed.

Now, be familiarized with the appearance of an outline on the way how contents are labeled.

When preparing an outline, you can either use a decimal outline or alphanumeric outline. A **decimal outline** only uses numbers as labels while an **alphanumeric outline** uses both letters and numbers as labels (Barrot, 2016).

Decimal Outline	Alphanumeric Outline
1. _____	I. _____
1.1 _____	A. _____
1.2 _____	B. _____
1.3 _____	C. _____
2. _____	II. _____
2.1 _____	A. _____
2.2 _____	1. _____
2.2.1 _____	a. _____
2.2.2 _____	b. _____
2.3 _____	2. _____
3. _____	B. _____
3.1 _____	1. _____
3.2 _____	2. _____
	a. _____
	b. _____
	C. _____
	1. _____
	2. _____
	III. _____
	A. _____
	B. _____
	C. _____

Between these two ways of outline labeling, which do you think is commonly used? That's right, it's alphanumeric outline.

Key points!

Mechanics of Outlining
(for Alphanumeric Outline)

1. *Indicate main headings and subheadings using Roman numerals and capital letters. To divide the subheadings further, Arabic numbers are used. Fourth degree ideas are indicated by numbers and small letters followed by a close parenthesis.*
The descending parts of an alphanumeric outline are labelled in the following order:

I. _____
   A. _____
      1. _____
         a. _____
           1) _____
             b) _____

2. *Place a period after each number and letter heading and subheading.*
3. *Do not place a period after each number or letter with close parenthesis.*
4. *Do not place a period after each item unless it is a complete sentence.*
5. *Begin each item with a capital letter.*
6. *Be sure that corresponding main divisions are of the same level of importance and that corresponding sub-divisions are of the same level of importance also.*
7. *Use parallel grammatical structure for headings.*
8. *Avoid the use of the words "Introduction", "Body", "Conclusion" to substitute headings.*

Study the sample outlines, Outline A and Outline B, below.

Outline A:

Thesis Statement: Research shows that single-sex classes are better for girls and, therefore, should be encouraged.

    I. Background
       A. Segregated education
       B. Coeducation
       C. Title IX
    II. Gender Bias
       A. Attention
          1. Opportunity
          2. Discipline
       B. Favoritism
          1. Encouragement
          2. Expectation

III. Academic advantages
    A. Grade improvement
        1. Materials
        2. Methods
    B. Techniques
        1. Math
        2. Science
IV. Personal advantages
    A. Distraction
    B. Comfort
        1.Environment
        2.Students
    C. Development
        1. Self-confidence
        2. Role models

Outline B:

Thesis Statement: Research shows that single-sex classes are better for girls and, therefore, should be encouraged.

I. During the first 200 years in America, women were not allowed in schools.
    A. Initially, education was only for men.
    B. Throughout the nineteenth century, the number of coed schools increased.
    C. In 1972, Congress passed Title IX, a law prohibiting sex discrimination in educational institutions.
II. One significant advantage of single-sex classes is the elimination of gender bias that often occurs in coed classes.
    A. Teachers pay more attention to boys.
        1. Girls are not called on as often as boys in coed classes.
        2. Many times teachers tolerate disruptive behavior in boys but discourage the same behavior in girls.
    B. Favoritism is also an issue in coed classes.
        1. Teachers "get a thrill from involving a boy who's going to be disruptive."
        2. Teachers have higher expectations for boys than for girls.
III. Girls benefit from being free from the gender bias of coed classes.
    A. They perform better academically.
        1. Textbooks "show an inherent and often inadvertent bias against females in textbooks."
        2. This bias also shows itself in teaching techniques.
    B. Techniques that are disadvantageous to girls are more apparent in certain subject areas.
        1. Girls show more interest in math when taught in single-sex classes.
        2. Girls also show more interest in Science subject.

What did you notice with the structure of content or entries of the sample outlines A and B?

The first outline (Outline A) consists of words and phrases; so, it is called as **topic outline.** The second outline (Outline B) is composed of complete sentences, therefore it is a **sentence outline.**

How about the organization of entries in the sample outlines above?

There are four principles that need to be followed in organizing the contents or entries in an outline. These principles are coordination, subordination, division, and parallel construction. The principle of **coordination** requires ideas of the same relevance to be labeled in the same way. The principle of **subordination** shows that minor details must be placed under their respective major details. The principle of **division** requires that no cluster should contain only one item. In short, if you have subheading 1, there should be subheading 2. Lastly, the principle of **parallel construction** requires all entries in each cluster to use the same structure and format.

Now that you already know the concepts, apply these in the following practice tasks.

VI. Practice Tasks

A. Practice Task 1

Directions: Read the text below and identify the major topic of each paragraph. Choose from the choices provided after the reading text. Write the answer on a sheet of paper.

Fashion

(1) Fashion is said to have a language that can be read like a text. It serves as an explanation of people's character, personality, lifestyle and values. It works by using signs and codes which are recognizable to others and transmit messages. These signs, codes and messages are called semiotics and influence all aspects of our daily lives. Semiotics in fashion works to convey our identity and in this way, messages can be projected to the outside world.

(2) The earliest types of clothing were body painting and adornments. According to experts it is generally believed that the aim of these alterations was to modify the body in some way in order to communicate a specific message. In modern times the aim is largely the same, although the messages are more varied, complex and wide ranging. Nowadays it is common for people to use clothing, color, fabric, jewelry, hairstyles and even tattoos. Dr. Walker from The Centre for Fashion Studies asserts that how we style our bodies is one of the most important factors in defining the self.

(3) Fashion is not only used to define the self but also is a powerful tool for group identity. This can be most clearly seen in youth fashion which is often given a name

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to help convey the messages of its members. Fashion styles such as goth, mod and emo have semiotic signs and symbols which can represent values, beliefs and political ideologies. Often these values and ideas bring young people together who use clothing as a way to identify others who share their philosophy of life.

(4) On the other hand, the semiotics of fashion can be seen as a product of a consumer-based society where appearance, especially through clothing, is valued and judged. This leads to people making conclusions about others on the basis of what they wear. These conclusions are often incorrect and damaging as they attach values and characteristics to people which they may not actually believe in or possess.

(5) In conclusion fashion can be a useful way to analyze an individual, group, society or time period. Clothing and body adornment can highlight status, mood, ideas and values. Although semiotics has sometimes been criticized as a tool of judgment for appearance, it has generally offered a valuable insight into human thought and behavior throughout history.
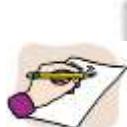
Paragraph 1: _____
Paragraph 2: _____
Paragraph 3: _____
Paragraph 4: _____
Paragraph 5: _____

    A. Connecting fashion and character
    B. Fashion as a tool for unifying people
    C. Fashion is a like a language
    D. The effect of consumerism on fashion
    E. Using fashion to develop cultural knowledge
    F. Explaining fashion with signs
    G. Fashioning the body for communication

Well done! Now that you know already how to identify major topics which is crucial in outlining, you are ready to outline reading text. Do you know where 'writing' started? Read on.

B. Practice Task 2:

Directions: Read the text below and complete the topic outline that follows. Write the answer on a sheet of paper.

Origins of Writing

Ancient civilizations attributed the origins of writing to the gods. For the ancient Egyptians, their god Thoth was the creator of writing and, in some stories, also the creator of speech. The ancient Sumerians and Assyrians also believed that writing

originated with certain gods, as did the ancient Maya. In Chinese mythology, the creation of writing is attributed to an ancient sage and was used for communication with the gods. Clearly, writing was highly valued even by ancient peoples.

Humans began painting pictures on cave walls 25,000 years ago or more; but writing systems did not develop until groups of people began settling in farming communities. Scholars say that writing systems developed independently in at least three different parts of the world: Mesopotamia, China, and Mesoamerica.

The oldest known writing system developed among the ancient Sumerians in Mesopotamia around 3000 B.C. Along with the rise of agricultural societies carne the development of property ownership and the need to keep records of it. In early agricultural societies, property consisted largely of land, livestock such as cattle, and grain. Originally, clay tokens of various shapes were used to count these possessions. From this developed a system of impressing the shapes onto clay tablets. One of the earliest clay tablets of this type was found in excavations in Mesopotamia and dates from the time of the Sumerian culture. Scribes then began using reeds instead of tokens to mark the clay, developing a system of wedge-like shapes to represent the tokens. This system of writing using wedge shapes is known as cuneiform. It was later adopted by other cultures and became the basis for other writing systems. Originating in a system that used pictures to represent objects, cuneiform writing eventually developed into systems that used symbols to represent the sounds of language.

The oldest form of Chinese writing dates from around 1500 B.C. It is called oracle bone script because it was carved on animal bones and shells that were used for predicting the future. At a later period, Chinese writing appeared on bronze vases and later still developed into a system that was used to record government affairs. The Chinese writing system was also the original basis for both the Japanese and Korean writing systems.

In Mesoamerica, a region that encompasses parts of Mexico and Central America, it is the ancient Mayans who are famous for the writing they inscribed on temple walls and other religious structures. However, scholars believe that writing in that part of the world may have begun before the rise of the Mayan civilization. The Zapotec culture, centered on Oaxaca, Mexico, was already using writing around 400 B.C., or possibly earlier. The Olmec culture may have developed a writing system even earlier than that. Recent discoveries show that the Mayans may have begun writing around 2,300 years ago. They used a system of symbols that represented words and syllables to record information about the deeds of their rulers as well as information connected to their calendar and astronomy. Their system of writing survived until the time of the Spanish Conquest in the 1500s.

In ancient times, only specialized people such as scholars, priests, or government officials used writing. Today, close to three-quarters of the world's adult population can read and write, and literacy is considered a basic skill necessary to function in the modern world.

Now, complete the following topic outline based from the text.

Origins of Writing

Thesis Statement: The origin of writing systems can be attributed to ancient civilizations of Mesopotamia, China, and Mesoamerica.

I.   Ancient Sumerians in Mesopotamia
   A. Recording of property ownership
      1. Clay tokens
      2. _____
      3. _____
      4. _____
II. Oldest form of Chinese writing
   A. _____
      1. Used for predicting the future
   B. _____
      1. Basis for Japanese and Korean writing systems
III. Writing systems in Mesoamerica
   A. _____
      1. Temple walls and religious structures inscriptions
      2. Used a system of symbols
   B. Zapotec Culture
      1. Writing around 400 B.C.
   C. _____
      1. Developed earlier a writing system

Nice job! This time, you will read another text and create a sentence outline. Do you wonder why it takes so long to create a vaccine or drug for diseases like COVID-19? Read on.

C. Practice Task 3:

Directions: Read the text below and complete the sentence outline that follows. Write the answer only on a sheet of paper.

How Drugs are Studied

It takes years, and sometimes decades, from a drug to move from the theoretical stage to the pharmacy shelf. Of the thousands of drugs under investigation at any one time, only a small fraction will produce the desired result without unacceptable side effects.

First, scientists target a step in the disease process where they believe a drug can have an effect. Then, they manufacture compounds or take them from organisms such as viruses and fungi and test them in laboratory cultures. Once scientists isolate a

chemical that produces a desirable effect, they analyze its structure and alter it as necessary to enhance the outcome.

The next step involves testing the drugs in animals. Scientists look at how much drug is absorbed into the bloodstream, how it distributes to different organs, how quickly it is excreted or leaves the body, or whether it has any toxic effects or by-products. Researchers usually test at least two animal species because the same drug may affect species differently.

If a chemical passes laboratory and animal testing and is deemed appropriate to analyze in human volunteers, it is ready for clinical trials, researchers follow a protocol that describes who may participate in the study, tests and procedures to follow, the length of the study, and outcomes to be measured. Drug trials may focus on treating a disease, preventing a disease from occurring or recurring, or enhancing the quality of life for people living with incurable, chronic conditions.

There are four phases of clinical trials; the first three phases study whether the drug is effective and can be safely administered to patients, and the fourth phase evaluates long-term safety and use once a drug is on the market.

Phase I clinical trials test a drug in small groups of healthy volunteers (fewer than 100) to ascertain its safety and the appropriate dose range. These studies last for six months to one year.

Phase II clinical trials test several hundred volunteers to determine how effectively the drug combats the disease being studied. These trials continue to evaluate safety, side effects, and optimal dose. Phase II studies also last for six months to one year.

Phase III trials test thousands of volunteers for several years, with researchers closely monitoring study participants at regular intervals. These studies typically compare the drug under investigation with a control: either a drug known to cure or alleviate a specific disease or, if one does not exist, a substance that has no medicinal effects, known as a placebo. Phase III trials are typically blind studies (participants do not know which drug they are receiving) or double-blind studies (neither participants nor researchers know which drug an individual is receiving until the trial is completed).

Once a drug passes the first three phases and is found to be safe and effective, drug companies may apply for the right to market the product. After a drug is approved and on the market, Phase IV trials may investigate long-term effects, effects in different groups of patients such as the elderly, or use of the medication for a different condition such as using a cancer drug to treat AIDS.

Now, complete the following sentence outline based from the text.

How Drugs are Studied

Thesis Statement: _____.

I. First, scientists target a step in the disease process.
    A. They manufacture compounds from viruses and fungi and test them in laboratory.
    B. _____.

II. _____.
    A. The scientists closely study the drug's effect on the organs of animals.
    B. Researchers examine at least two animals to differentiate the effects.

III. There are four phases of clinical trials for humans after the drug is found effective on animals.
    A. _____.
        1. The tests are done to ascertain the safe dosage.
        2. These trials last for six months to one year
    B. Phase II trials test several hundred volunteers.
        1. _____.
        2. These trials also last for six months to one year.
    C. _____.
        1. These studies compare the drug under investigation with a control.
        2. These trials are typically blind studies or double-blind studies.
    D. _____.
        1. These trials investigate long-term effects
        2. _____.

Nicely done! Reading and outlining texts are really fun and productive, right? Now that you have gained the skills in outlining, it's time for evaluation.

Directions: Read the short passage below and do the instructions that follow.

The Psychology of Fame

Until the beginning of the 1990s western psychologists had not systematically studied the human desire to be famous. However, in the few years up to this time, the amount of celebrity news in the media had been increasing dramatically. Scientists at various US universities then started to investigate the reasons why some humans seem to be driven to become famous, while others have no interest in attracting the limelight. Extensive research with people from different cultures led to the conclusion that people who desire fame are not the same people who want to be rich. The former group may have some desires for social acceptance based on previous experiences in their lives. It seems that many of these people used to find it difficult to make friends when they were younger, or they didn't use to receive praise or recognition from their parents. The psychologists believe that it is likely that these people would often demand attention from others as teenagers and this desire has remained in adulthood and is now expressed as a longing to be famous. Conversely, those who want to be rich are much more focused on the future than the past; in contrast to the former group, the study found that many of this group had learned from their parents that success is generated by hard work and that their friends and family had always encouraged them to strive for the best in life. These conclusions suggest that there is a link between our upbringing and how we measure success.

Fill-out the topic outline based from the short passage *The Psychology of Fame,* choices are provided below. Write the answer on a sheet of paper.

Thesis Statement: _____

    I. _____
       A. _____
       B. _____
       C. _____
       D. _____

    II. _____
       A. _____
       B. _____
       C. _____

Select your answer from the following choices.

- *People who desires to be famous*
- *Learned from their parents about success*
- *Scientists investigate the reasons why some humans want to be famous while some wants to be rich.*
- *Difficult to make friends when they were younger*
- *Friends and family encouraged them*
- *Demand attention from others*
- *People who want to be rich*
- *Didn't use to receive praise or recognition from their parents*
- *Focused on the future than the past*
- *Desire for social acceptance*

Did you get all the answers correctly? Excellent!

VIII. Assignment:

Directions: Read the article below and make an outline, either topic outline or sentence outline. Be guided by the rubric for outlining. Write your answer on a sheet of paper.

Learning Styles

There are three basic types of classroom learning styles: visual, auditory and kinesthetic. These learning styles describe the most common ways that people learn. Individuals tend to instinctively prefer one style over the others; thus, each person has a learning style that is dominant even though he or she may also rely something on the other approaches at different times and in different circumstances.

Visual learners prefer to sit somewhere in the classroom where no obstructions hinder their view of the lesson. They rely on the teacher's facial expressions and body language to aid their learning. They learn best from a blend of visual displays and presentations such as colorful videos, diagrams, and flip-charts. Often, these learners think in pictures and may even close their eyes to visualize or remember something. When they are bored, they look around for something to watch. Many visual learners lack confidence in their room discussions and lectures.

Auditory learners sit where they can hear well. They enjoy listening and talking, so discussions and verbal lectures stimulate them. Listening to what other have to say and then talking the subjects through helps them process new information. These learners may be heard reading to themselves out loud because they can absorb written information better in this way. Sounding out spelling words, reciting mathematical theories, or talking their way across a map are examples of the types of activities that improve their understanding.

Kinesthetic learners may find it difficult to sit still in a conversational classroom. They need to be physically active and take frequent breaks. When they are bored, they fidget in their seats. They prefer to sit someplace where there is room to move about. They benefit from manipulating materials and learn best when classroom subjects such as math, science, and reading are processed through hands-on experience. Incorporating arts-and-crafts activities, building projects, and sports into lessons helps kinesthetic learners process new information. Physical expressions of encouragement, such as a pat on the back, are often appreciated.

In addition to these traditional ways of describing learning styles, educators have identified other ways some students prefer to learn. Verbal learners, for example, enjoy using words, both written and spoken. Logical learners are strong in the areas of logic and reasoning. Social learners do best when working in groups, whereas solitary learners prefer to work alone. Research shows that each of these learning styles, as well as the visual, auditory, and kinesthetic styles, uses different parts of the brain. Students may prefer to focus on just one style, but practicing other styles involves more of the brain's potential and therefore helps students remember more of what they learn.

Teachers who present their lessons using varied techniques that stimulate all learning styles expose students to both their dominant and less preferred methods of learning, aiding them to more fully reach their potential as learners.

Based from the text, what are the different types of learning styles? How about you, what is your learning style? Now, create an outline of the text above. Be guided by the following rubic.

Scoring Rubric for Outlining

Criteria	Excellent 10	Good 8	Satisfactory 6	Needs Improvement 4	Score
Coordination	All ideas of the same relevance were labeled in the same way.	Most ideas of the same relevance were labeled in the same way.	Some ideas of the same relevance were labeled in the same way.	All ideas of the same relevance were not labeled in the same way.	
Subordination	All minor details were placed under their respective major details.	Most minor details were placed under their respective major details.	Some minor details were placed under their respective major details.	All minor details were not placed under their respective major details.	

Division	All clusters contain at least two items.	Most clusters contain at least two items.	Some clusters contain at least two items.	All Clusters contain only one item.	
Parallel Construction	All entries in each cluster used the same structure and format.	Most entries in each cluster used the same structure and format.	Some entries in each cluster used the same structure and format.	All entries in each cluster used different structure and format.	
				Total Score	

ANSWER KEYS

Pre-Test:

Noise Pollution

 I. Noise Pollution
  A. Sources of noise pollution
   1. Aircrafts
   2. Traffic
   3. <u>Construction</u>
   4. <u>Various machinery</u>
   5. Other facets of modern civilization
  B. General effects of noise pollution on human beings
   1.<u> Harm human physically and psychologically</u>
   2. <u>Disease in hearing</u>
  C. Ways of reducing noise pollution
   1. <u>Moving the source away from people</u>
   2. Creating quieter machines

Practice Task 1:

Fashion

Paragraph 1: _____<u>C</u>_____
Paragraph 2: _____<u>G</u>_____
Paragraph 3: _____<u>B</u>_____
Paragraph 4: _____<u>D</u>_____
Paragraph 5: _____<u>E</u>_____

 A. Connecting fashion and character
 B. Fashion as a tool for unifying people
 C. Fashion is a like a language
 D. The effect of consumerism on fashion
 E. Using fashion to develop cultural knowledge
 F. Explaining fashion with signs
 G. Fashioning the body for communication

Practice Task 2:

Origins of Writing

Thesis Statement: The origin of writing systems can be attributed to ancient civilizations of Mesopotamia, China, and Mesoamerica.

 I. Ancient Sumerians in Mesopotamia
  A. Recording of property ownership
   1. Clay tokens
   2. <u>Clay tablets</u>

3. Reeds
4. Cuneiform

II. Oldest form of Chinese writing
   A. Oracle bone Script
      1. Used for predicting the future
   B. Chinese writing system
      1. Basis for Japanese and Korean writing systems

III. Writing systems in Mesoamerica
   A. Ancient Mayans
      1. Temple walls and religious structures inscriptions
      2. Used a system of symbols
   B. Zapotec culture
      1. Writing around 400 B.C.
   C. Olmec culture
      1. Developed earlier a writing system
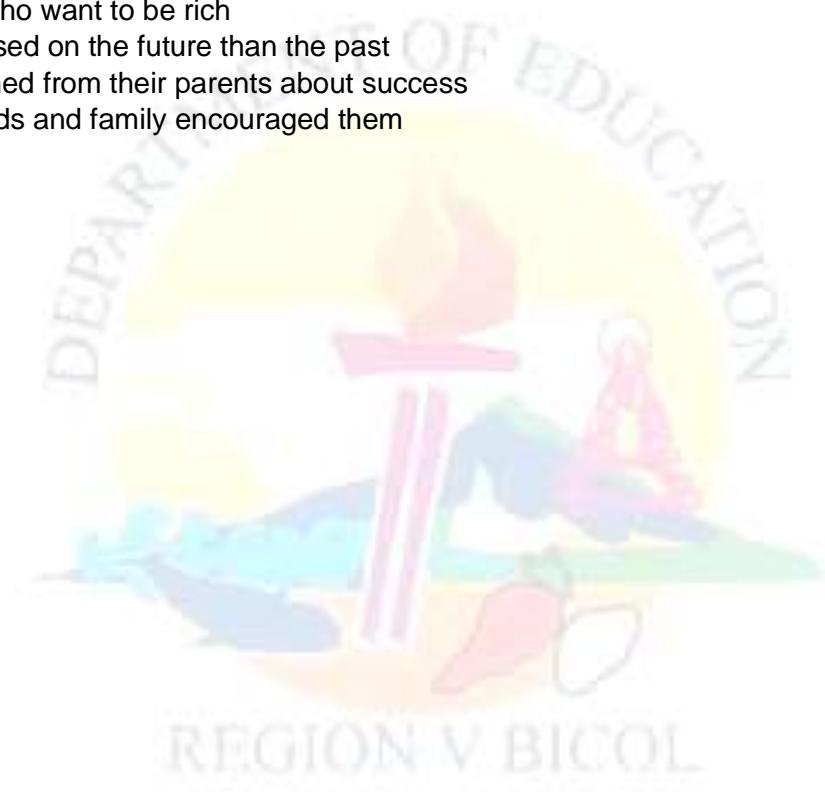

Practice Task 3:

How Drugs are Studied

Thesis Statement: Developing a drug undergoes years of theoretical stages before moving it to pharmacy shelf.

I. First, scientists target a step in the disease process.
   A. They manufacture compounds from viruses and fungi and test them in laboratory.
   B. They analyze the structure to enhance the outcome.
II. The next step is testing the drugs on animals.
   A. The scientists closely study the drug's effect on the organs of animals.
   B. Researchers examine at least two animals to differentiate the effects.
III. There are four phases of clinical trials for humans after the drug is found effective on animals.
   A. Phase I trials test a drug in small groups of healthy volunteers.
      1. The tests are done to ascertain the safe dosage.
      2. These trials last for six months to one year
   B. Phase II trials test several hundred volunteers.
      1. These studies evaluate the safety, side effects and optimal dose.
      2. These trials also last for six months to one year.
   C. Phase III trials test thousands of volunteers for several years.
      1. These studies compare the drug under investigation with a control.
      2. These trials are typically blind studies or double-blind studies.
   D. Phase IV trials is done after a drug is approved and on the market.
      1. These trials investigate long-term effects
      2. These trials also investigate the use of the medication for a different condition.

Post Test:

Thesis Statement: Scientists investigate the reasons why some humans want to be famous while some wants to be rich.

I.   People who desires to be famous
    A.   Desire for social acceptance
    B.   Difficult to make friends when they were younger
    C.   Didn't use to receive praise or recognition from their parents
    D.   Demand attention from others as teenagers

II.   People who want to be rich
    A.   Focused on the future than the past
    B.   Learned from their parents about success
    C.   Friends and family encouraged them

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