Chapter 1: Recognizing Claims and Reasons

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1. Text 1: Addicted to Tech?

Task Type 1: Identifying the Writer's Views and Claims

This activity focuses on identifying if there is a claim about the statement in the text and whether the statements report the writer's claims or views as expressed in the text or not.

1.1. Introduction

Az Definition

The identifying the writer's views and claims task tests your ability to identify the views and claims of the writer in a text. It's often used to test the student's understanding of a passage in which the writer is presenting **an argument** or where different ideas about a certain topic are **compared** or **analysed**.

♀ Fundamental

There are a set of statements that report information and ideas from the text. The students' job is to read the passage and decide if the statements are reporting the information and ideas **correctly** or **not**.

🔀 Method
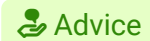
For each statement, there are **three** possible answers:

- **YES**: if the statement agrees with the views of the writer.
- **NO**: if the statement contradicts the views of the writer.
- **NOT GIVEN**: if it is impossible to say what the writer thinks about this.

1.2. The Basic Rules for the Identifying the Writer's Views and Claims Task

♀ Fundamental

- The statements follow the order of information in the text.
- The wording of the statements is not exactly the same as the wording in the text, but they contain the same information and ideas.
- The statements include some words and names that are also used in the text. These help to locate the relevant information and ideas.

1.3. Tips and Tactics for the Task

> **Advice**
>
> - Before you read the passage, read the statements and think about what you are going to read.
> - Do not use your own opinions or knowledge of the topic to decide the answer.
> - Re-read both the statement and the section of the text and think about the meaning of both (**same ideas**, **contradiction**, **missing ideas**).

1.4. Quiz

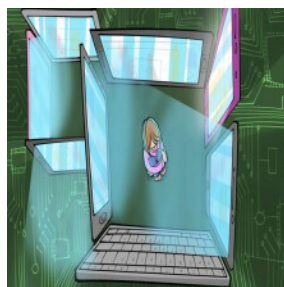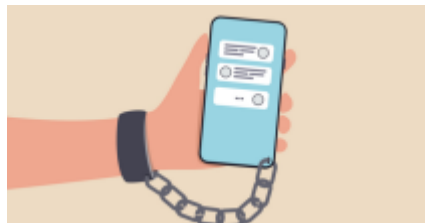Is this the task where the answers are all facts and figures?

Do the statements come in the same order as the information in the passage?

Do the statements include words from the passage?

1.5. Practice

a) Pre-reading Text

Have a look at the pictures below and guess what is the text about?

Decide if the expressions in bold suggest the writer is **in favour of** or **against** an argument:

| I am **entirely sympathetic with**. | Rosen **fails to convince** their incidence is on the rise. |

| Over-reliance on technology can cause problems, but **I struggled to find a causal link** |

| Keen's argument **left me unconvinced**. | Digital Vertigo is **equally unconvincing.** |

Against	Against	Against	In favour of	Against

b) While-reading Text

Read the text and answer the questions

(see Text_Addicted_to_Tech.docx)

c) Post-reading Text

Debate

Working in pairs, perform a debate about the impact of technology use.

1.6. Self-evaluation

Which statement best describes how you feel about identifying the writer's views and claims task ?

- I feel confident about doing Yes/No/Not Given task
- I did OK, but I still need to do more work on Yes/No/Not Given tasks
- I need more practice with Yes/No/Not Given tasks. I need to focus on ...
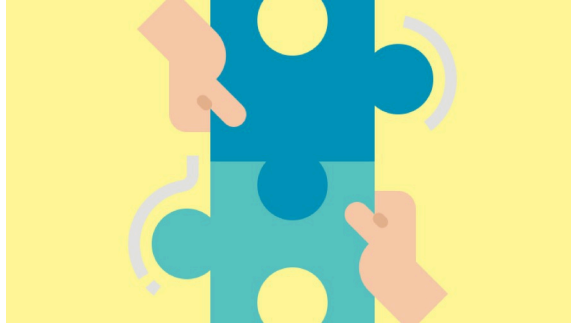
2. Text 2: The Meaning of dreams

Task type 2: Matching Sentence Endings

The focus in this activity is to identify the suitable **sentece ending** for each **sentence beginning** to report the writer's views and claims made in the text.

2.1. Introduction

Az Definition

This task tests your ability to identify the views of the writer and the claims made in a text. It is often used to test your **understanding** of a passage in which the writer is presenting an **argument** or where different ideas about a subject are **compared** and **analysed**.

> **⧉ Method**
>
> There is a set of sentences and there are also different sentence endings. Your job is to **read** the text and **decide** which of the options **completes** each of the numbered sentences. The complete sentence **must** report the ideas and information from the passage **exactly**

2.2. The Basic Rules for the Matching Sentence Endings Task

- The numbered sentence beginnings f**ollow the order** of information in the passage.
- The options are in **random order**. There are **more** options than you need to answer all the questions.
- The wording of the sentence beginnings and options is **not exactly the same** as the wording in the passage, but they contain information and ideas from the text.
- The sentence beginnings include some words and names that are used in the text. These help you to **find** the relevant section.
- Read this section carefully and then **decide** which of the sentence endings **exactly reports** the writer's views and claims.
- **All** the options create **grammatically correct** sentences, but only **one** of the endings creates a sentence that reports the **exact meaning**.

2.3. Skills-building exercises

While matching sentence endings, you are mostly reading

> for facts and figures

> for ideas and opinions

The numbered sentence beginnings are in

> random order

> same order

Fill-in the gaps with the suitable word:

In matching sentence endings activity, there are [   ] options than the number of questions. The sentence beginnings [   ] include the same words that you find in the passage. [   ] of the options will create gramatically incorrect sentences.

2.4. Practice

a) Pre-reading Text

Schema Activation

1. How do we call what comes to our minds while sleeping?

2. Do you believe that dreams try to tell us something?

3. Do you look for the interpretation of your dream when you get up?

Warming-up :

Click here[1] to see video

b) While-reading Text

Read the text and answer the questions

(see The Meaning of Dreams.docx)

c) Post-reading Text

KWL Strategy

What I know	What I want to know	What I learnt

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[1] Dreams - https://www.youtube.com/watch?v=IIaZ5y2ovsw&pp=ygUPd2h5IGRvIHdlIGRyZWFt

Story-telling

Tell your classmates the story of a dream that you had already and its interpretation.

2.5. Self-evaluation

Which statement best describes how you feel about matching sentence endings task ?

- I feel confident about doing Yes/No/Not Given task
- I did OK, but I still need to do more work on Yes/No/Not Given tasks
- I need more practice with Yes/No/Not Given tasks. I need to focus on ...