

Chapter 2: Analysing Arguments



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I Chapter 2: Analysing Arguments

1. Text 1: The Amazing Brains of Babies

Task type 3: Summary Completion

The focus while working on this task is to identify what information is missing.

1.1. Introduction

Az Definition

The summary completion task tests the students' ability to **locate ideas** in a reading text and use them to **complete a summary** of that text. It is often used to test the students' understanding of a passage where different **ideas** about a subject are **presented**.

💡 Fundamental

The summary usually includes the main points of information from **one section** in the passage.

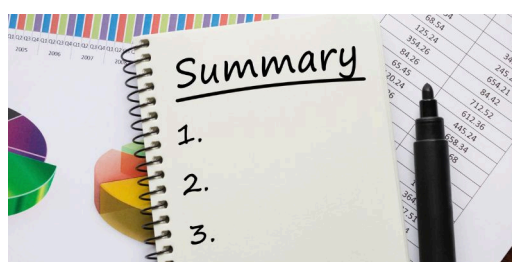
👤 Advice

Your job is to **read** both the passage and the summary and **choose** which words from a list **complete** the gaps in the summary.

1.2. The Basic Rules for the Summary Completion Task

- The summary reports the main ideas from the relevant section of the passage, but the information may **not** be presented in the **same order**.
- The missing words are listed, you choose **one word** to complete **each gap** in the summary.
- The **wording** of the summary is **not exactly the same** as the passage, but it contains the **same information** and ideas.
- When you read the passage, you sometimes see the words from the box, but **sometimes** the words are **different** because the summary is reporting the main ideas using **different language**.

1.3. Tips and Tactics for the Summary Completion Task



- Before you look at the passage, read the summary and underline the main words and ideas.
- Think about the type of information that is missing in each gap.
- Go through the summary gap by gap and read the relevant sections of the passage.
- A number of words will fit each gap logically and grammatically. You have to choose the one that reports the meaning exactly.
- Remember that sometimes you may need to choose a word that has a different form to the way it is used in the passage to complete the summary.

1.4. Quiz

Read the summary and think about the type of information that is needed to complete each gap:

- a. a number
- b. a place name
- c. a specific term
- d. a plural noun

Around 50000 years ago, Australia was inhabited by as many as different giant animal species, which included both mammals and . For many years, scientists have linked their extinction to the arrival of humans on the continent , who may have started and also hunted the animals for food. But recent research suggests that climate change is a more likely explanation.

Evidence suggests that Australia's climate gradually changed into the type known as , and a process of followed as a result.

Does the summary always relate to the whole text?

Are the questions (gaps) in the same order as the information in the passage?

1.5. Practice

a) Pre-reading Text

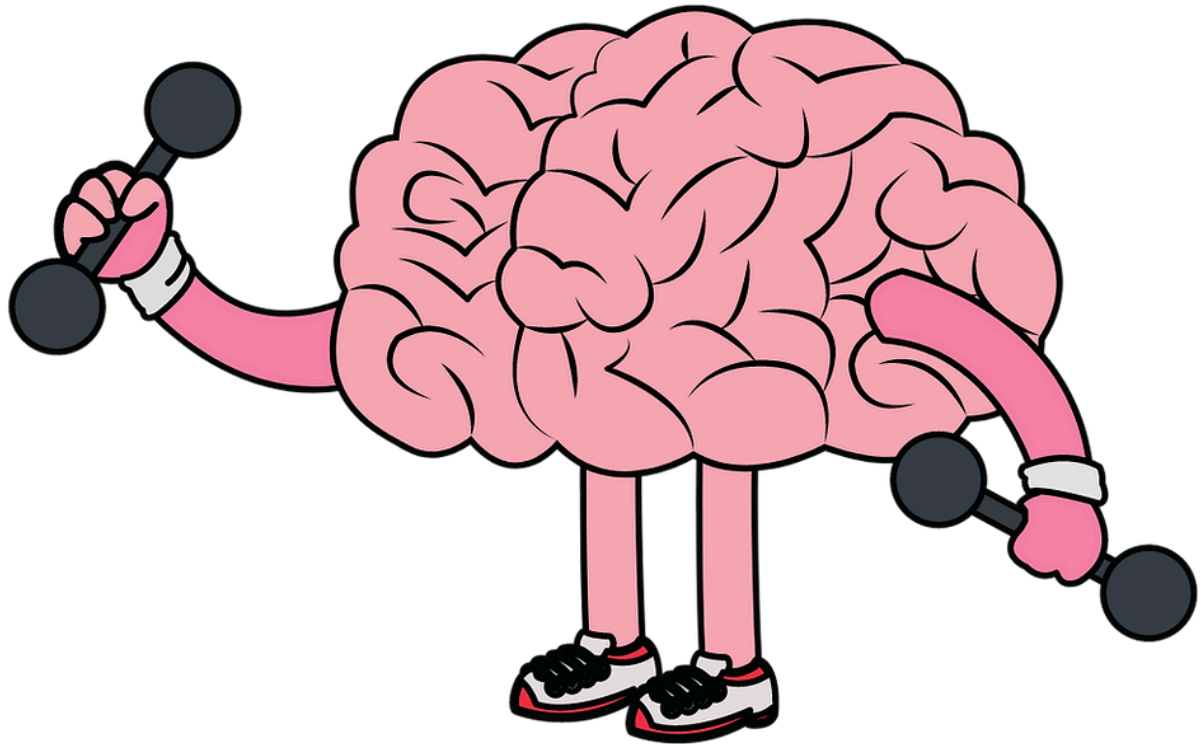
Text surveying

Read the title of the text "The Amazing Brains of Babies" and see the structure of the text.

b) While-reading Text

Read the text entitled 'The Amazing Brains of Babies' and answer the questions:

(see The amazing brains of babies.docx)



c) Post-reading Text

Chain game

Working in groups, you are required to present a summary of the text in the form of a chain game .

Example

Student 1 provides the first piece of information.

Student 2 repeats that information differently and adds another piece of information.

Student 3 repeats what was given by 1 and 2 differently and adds a third piece of information.

The process continues until the last student repeats all the pieces of information and adds another one.

Then, the process goes back (the last student recalls another piece of information and they do the same until student 1 who provided only one piece of information at the beginning retells all the pieces of information provided by his/ her classmates).

1.6. Self-evaluation

Which statement best describes how you feel about summary completion 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: Sugar and Society

Task Type 4: Multiple Choice Questions

Students have to locate the focus of each question and identify the writer's views and claims.

2.1. Introduction

Az Definition

The multiple choice task tests the students' ability to read a text **carefully** and understand **detailed information** and **arguments**. It is often used to test their understanding of a text in which the writer is presenting **an argument** or where different ideas are **compared** and **analysed**.

Method

You have a set of question **stems** with **four possible answers**. Your job is to read the passage and **decide** which of the four options **correctly** answers the question.



Extra

There are two types of question:

- A question which has four different answers (A, B, C, D)
- An incomplete sentence that has four possible endings (A, B, C, D)

2.2. The Basic Rules for the Multiple Choice Task

Fundamental

- The questions follow the order of information in the text.
- The wording of the options is not exactly the same as the wording in the passage.
- When you read the question stems, you see some words and names that are also used in the passage. These help you to find the relevant information.
- You read the section carefully and compare the information and ideas with the four options.

- You have to decide which option correctly answers the question or completes the sentence.

2.3. Quiz

The question stems always end in a question mark.

The question stems probably include words from the passage

2.4. Practice

a) Pre-reading Text

Prediction

Read the title and the first sentence of each paragraph and try to guess what is the text about?

b) While-reading Text

Read the text and answer the questions

(see Sugar and society RC.docx)

c) Post-reading Text

T.V report

Individually or in pairs, pretend to be TV reporters and sum up the highlights of the text entitled 'Sugar and Society'.



2.5. Self-evaluation

Which statement best describes how you feel about multiple choice 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 ...