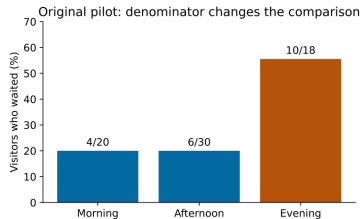


Reading: arguments, paired texts and graphic evidence

Original skill preparation; versioned source scope

Method and conditions



- Integration uses each source for the claim it actually supports.
- Separate claims; rates and differences; representation limits.

Worked method 1

Read and reason

Integration uses each source for the claim it actually supports. A retrieval-time table can test a claim about speed, but cannot establish historical value or safety. Two recommendations may be compatible when they serve different aims.

Original context 1

Read and reason

Original argumentative Text A — Preserve the labels A workshop catalogue should preserve the names and categories used by its earlier keepers. These records show how people understood their tools. If each new keeper replaces every label with one chosen only for current convenience, later readers lose evidence of that earlier understanding. Preservation does not require freezing the room.

Original context 2

Read and reason

A new index can connect old categories to present uses, while a record of each change lets readers reconstruct the earlier arrangement. Convenience matters, but a useful system need not erase its history. Original argumentative Text B — Let the search task guide the index An index is also a tool used by people who may lack the keeper's experience.

Original context 3

Read and reason

In a trial with beginners, pairing commonly used parts reduced the average time needed to gather a repair kit. The improvement did not extend to the rare parts, which beginners used in several different combinations. We therefore recommend task-based trays for frequent combinations and an ordinary size index for the remainder. Old labels can be recorded separately.

Original context 4

Read and reason

This recommendation concerns retrieval under the trial's tasks, not the historical value of the objects or a guarantee about every future repair. Original hypothetical retrieval table — average minutes per kit, same beginners completing matched tasks in counterbalanced order: - Frequent combinations: size index 8; task-based trays 5. - Rare combinations: size index 10; task-based trays 11. - Each average summarises twelve trials; no uncertainty estimates are supplied.

Original context 5

Read and reason

The table does not compare historians, expert keepers, repair quality or object safety. It records retrieval times only.

Attempt 1.1

Read and reason

State each text's main concern. Could a system satisfy both? Give a concrete arrangement using only their stated proposals.

Reasoning 1.1

Read and reason

A protects evidence of earlier categories; B improves task-based retrieval while preserving a size index for rare combinations. Keep a dated record of old labels and changes, provide task trays for frequent combinations, and retain the size index for the remainder. This follows both texts without claiming their purposes are identical.

Attempt 2.1

Read and reason

Calculate the time change for each task category. Does the table support “task-based trays speed every search”?

Reasoning 2.1

Read and reason

Frequent kits fall from 8 to 5 minutes, a 3-minute or 37.5% reduction. Rare kits rise from 10 to 11 minutes, a 1-minute or 10% increase. The every-search claim is contradicted; averages also do not show every individual trial.

Attempt 3.1

Read and reason

Which would the authors challenge — “all old labels should be discarded” or “no category should ever change”? Explain their separate reasons.

Reasoning 3.1

Read and reason

A challenges discarding old labels because it removes historical evidence, but explicitly permits a new index and records of change. B challenges freezing categories because beginners benefit from task trays, while permitting old labels to be recorded separately. Both reject an extreme that erases either usefulness or history.

Transfer and limits

Read and reason

Separate claims; rates and differences; representation limits.

Check yourself

Read and reason

Close the worked reasoning. Explain why the method fits the final transfer task, reconstruct its conclusion, and state a condition that would change your answer. Then check the full reasoning in the reference.