



# Make critical thinking a part of your classroom Part 1

John Hughes



CRITICAL  
THINKING  
MACHINE

?

??

TIPPY  
TAP  
TAPPITY



TAPPITY  
TAP  
TAPPY

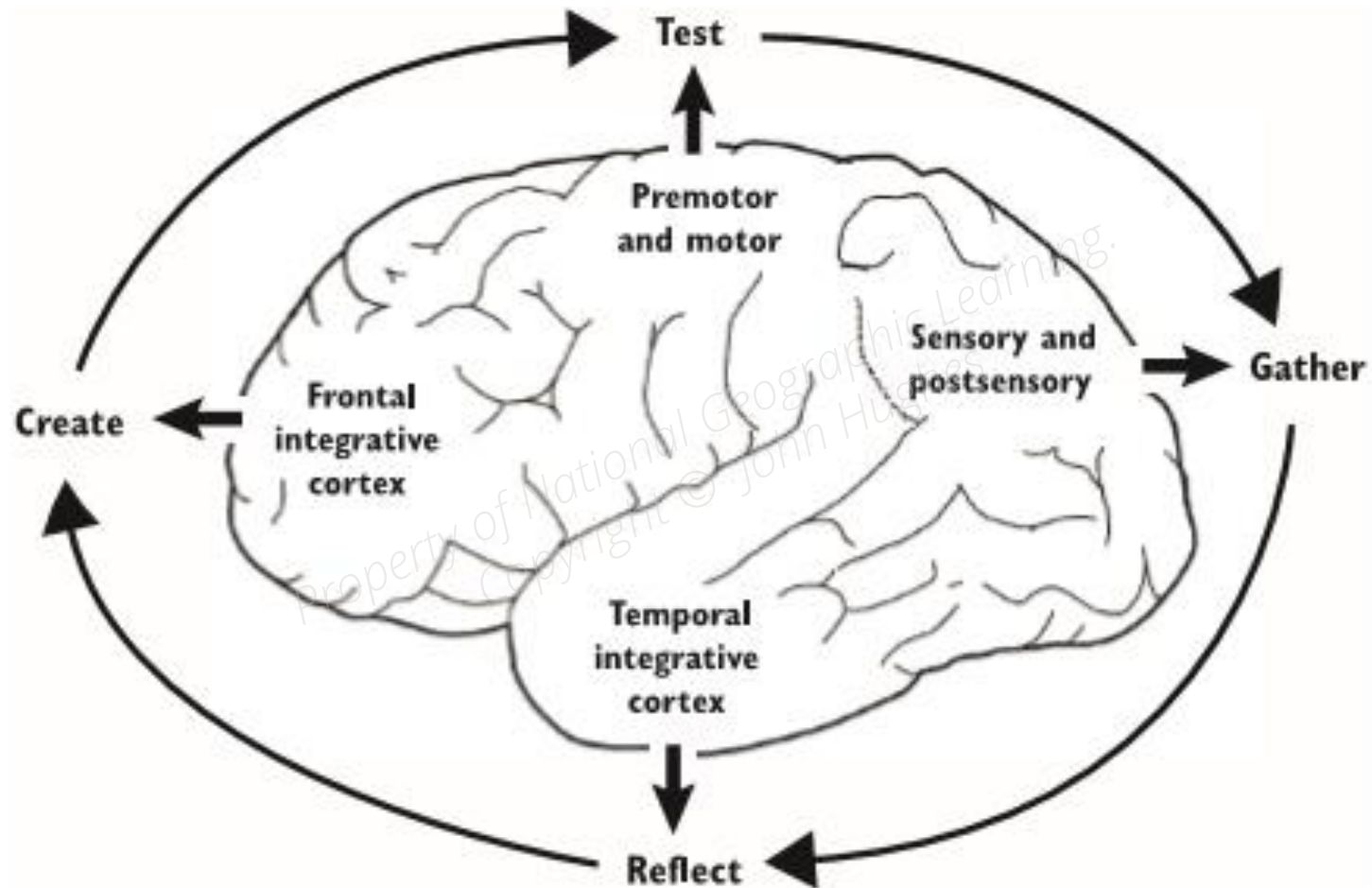
TAPPY  
TAP  
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TAP

TAP  
TAPPY

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V. L. ...



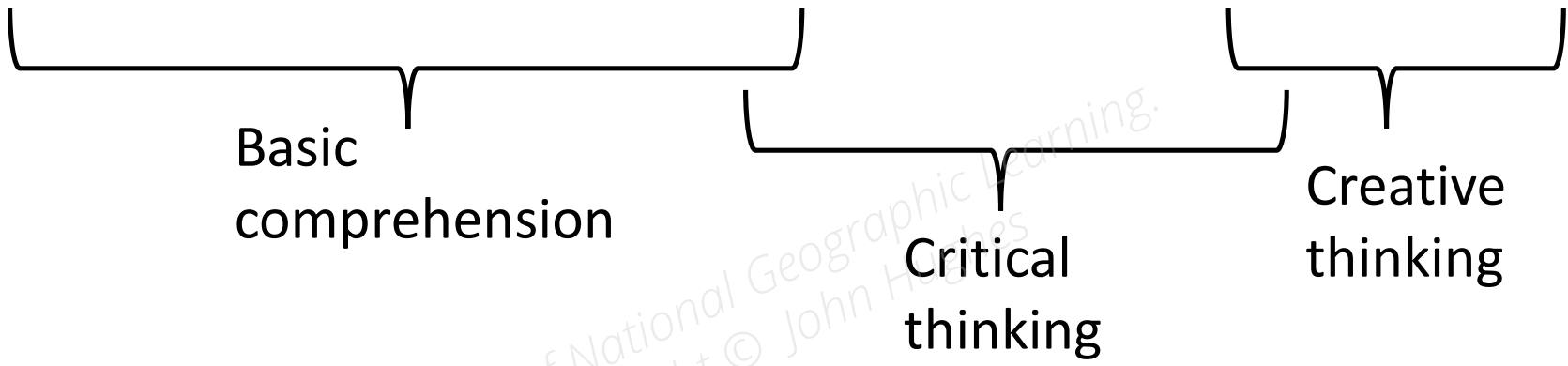
James E Zull (2006) *Key Aspects of How the Brain Learns*, Chapter 1 in *New Directions for adult and continuing Education*, no 110, Wiley Periodicals Summer (Free to download)

## Critical thinking is ...

- *“a useful tool to improve students’ knowledge about language.”*
- *“the ability to connect ideas to form an opinion or to reach a decision.”*
- *“a way to improve study skills.”*
- *“an ability to think, reflect, and analyze an argument.”*
- *“being able to see things from a different perspective.”*
- *“questioning everything in order to distinguish true facts from fake information.”*
- *“using higher level thinking rather than just relying on memorization or rote learning. Students work out answers rather than being dependent on the teacher.”*

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- “**using higher level thinking** rather than just relying on memorization or rote learning. Students work out answers rather than being dependent on the teacher.”



- Fill-the-blanks
- True/false questions
- Matching activities
- Find the answer in a text

- Analyse a text
- Infer meaning
- Discover the meaning
- Evaluate an opinion

- Give a presentation
- Write an essay
- Make a video

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Women chat on the station platform in Winterthur, Switzerland.

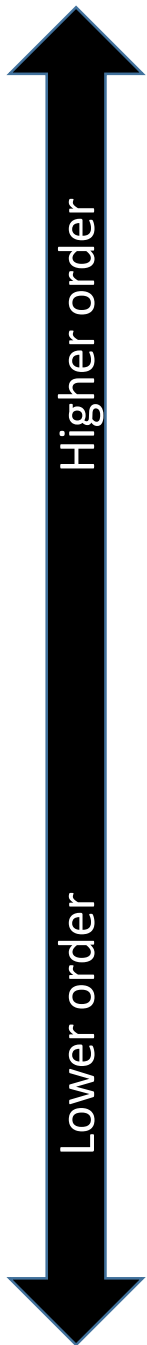


1. What are they doing?
2. Why do you think the photographer took this photo?
3. Give the photo a title.





1. Where are they?
2. What do you think is the main message behind the image?
3. Imagine the conversation between the two women. Say/Write their dialogue.
4. Compare the three women.
5. Imagine the other woman's text message. Write her message.
6. Who can you see?
7. Why do you think the photographer took this photo?
8. Give the photo a title.
9. What does the photo tell us about different forms of communication?
10. What are they doing?



Imagine the conversation between the two women.  
Say/Write their dialogue.

Imagine the other woman's text message. Write her message.

Give the photo a title.

What do you think is the main message behind the image?

Why do you think the photographer took this photo?

What does the photo tell us about different forms of communication?

Compare the three women.

Where are they?

What are they doing?

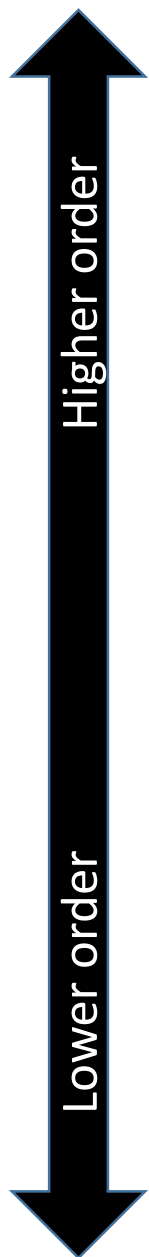
Who can you see?



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# Critical thinking and language

Grammar, vocabulary & pronunciation



*We visited Rome last year.*  
*I worked in London last week.*  
*He lived in the 18<sup>th</sup> century.*  
*She studied art in 2015.*

1. Is the action in the past or the present?
2. What do we add to the verb?
3. What is different about the verbs *live and study*?

#### PAST SIMPLE REGULAR VERBS



*We visited Rome last year.*  
*He lived in the 18<sup>th</sup> century.*  
*She studied art in 2015.*

Use the past simple to talk about finished actions.

## 1 Write the words in the sentences.

sofa    painting    curtains    cupboard    lamp

- 1 That's a beautiful \_\_\_\_\_ on the wall.
- 2 Can you look in the \_\_\_\_\_ for my book.
- 3 We can all sit on the \_\_\_\_\_. It's big enough.
- 4 Turn the \_\_\_\_\_ on if you can't see.
- 5 Open the \_\_\_\_\_. The view from the window is fantastic.

**2 Write five sentences with gaps for these words: *desk, plant, carpet, TV, photo***

**Then test your partner.**

1. Listen and repeat these short and long vowel sounds.

/ɪ/

chip

/i:/

cheap

cat

cart

cod

cord

2. How does the meaning change with a long vowel?

a) Can you fill this bottle?

b) Where is your hat?

c) I don't like spots.

1. Listen and repeat these short and long vowel sounds.

/ɪ/	/i:/
chip	cheap
cat	cart
cod	cord

2. How does the meaning change with a long vowel?

- a) Can you feel this bottle?
- b) Where is your heart?
- c) I don't like sports.



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# Critical thinking and receptive skills

Reading & Listening





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Work in pairs. Look at these different sources of information and score the reliability of each one:

1 = Not a reliable source

2 = It might be reliable, but I'd need to check the information in another source.

3 = It's usually a reliable source.

A A shared post on social media

B An article in a newspaper

C A video on YouTube

D A documentary on TV with interviews

E A published book by a qualified academic

F A photograph on a news website

G Your own research

H An entry on Wikipedia

- 1 Read the article. Are these sentences true (T) or false (F).
- 2 Read the article. Answer these questions 'yes', 'no', or 'I don't know' because the information isn't in the text.
- 3 Read the biography and write the main facts of the person's life next to these dates: 1966, 1979, 1991, 2000, 2009.
- 4 Read the biography and underline words which show the biographer's opinion of the person.
- 5 Listen to a talk about foreign travel. Where does the speaker suggest you travel this summer?
- 6 Listen to a talk about foreign travel. What adjectives does the speaker use to describe places? Which adjectives are positive, negative or neutral?

## Critical thinking fact or opinion

**4** Look at the sentences (1–6) from the article.

Which sentences:

a give facts?

b give the author's opinion?

1 He can jump between twenty and thirty metres.

2 Cliff diving is a very exciting extreme sport.

3 In this photo, American Andy Lewis walks above a canyon.

4 Highlining is a great adventure.

5 The landscape is perfect.

6 Extreme paragliders can fly over 3,000 metres high.

## Critical thinking fact or opinion?

**6** Look at the sentences (1–6) from the article.  
Which sentences:

- a give facts?
  - b give the author's opinion?
  - c report other people's opinion?
- 1 The email inbox shows 243 unread emails.
  - 2 The good news is that now there is an excellent website to help people like me.
  - 3 When Ryan Nicodemus and Joshua Fields Millburn set up this website, they had 52 visitors in the first month.
  - 4 Some people also think that there is a problem with having lots of stuff in our heads.
  - 5 People said they were bored of watching TV.
  - 6 We should also have less stuff in our heads.

# Pink and blue



Jeongmee Yoon is a South Korean photographer. When her daughter was five years old, she loved pink. So her mother photographed Seowoo in her bedroom with all her possessions. There were plastic toys, animals, dolls, books, clothes, jewellery, make up and things for school. And everything was pink.

The photograph gave Jeongmee an idea. She asked parents if she could photograph their daughters with their possessions. Many of these girls were like Seowoo and had lots of pink things. Jeongmee says: 'My daughter is not unusual. Most other little girls in the United States and South Korea love pink clothing and toys.'

Next, Jeongmee photographed boys with their possessions, and most of their possessions were blue. She also noticed the difference in the type of objects: the boys' objects were blue toys like robots, dinosaurs and superheroes, but

girls typically liked pink make-up, clothes, or toys for cooking.

Jeongmee's pink and blue photographs show how important these two colours are in the lives of young children. Jeongmee thinks children see them on television and in advertisements and so parents buy products for children in these colours; for example, superheroes in films wear blue and dolls like Barbie wear pink.

The historian Jo Paoletti of the University of Maryland says that 'pink for girls and blue for boys' wasn't true in the past. In the 19th century, people wore clothes of different colours, so men also wore pink and women wore blue. And in 1914, one American newspaper even told new mothers to 'use pink for the boy and blue for the girl.' But in the 1950s, this started to change in America, and then in other countries. And today we are still buying these colours for our children.



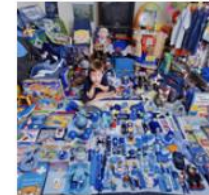
Alexandra and Her Pink Things 2006



Seunghyuk and His Blue Things 2007



Tess and Her Pink & Purple Things 2006



Terry and His Blue Things 2005



Yealin Yang and Her Pink Things 2005



Seyoon and His Blue Things 2007



Yealin Ham and Her Pink Things 2005



Steve and His Blue Things 2006

[www.jeongmeeyoon.com/](http://www.jeongmeeyoon.com/)

## Texts with critical thinking tasks

- Compare your room as a child with those in the photos.
- Write questions for the photographer. Read for the answers.
- Visit her website and read more about her work.
- Write a online comment to the photographer in response to the article.
- Take your own photograph on the theme of 'colour' and present it at the next lesson.

# Unit 3 Water

Women in Kenya spend up to five hours a day fetching water.  
Photograph by Lynn Johnson



## FEATURES

### 34 Behind the photo

When things go wrong in the water

### 36 Return to *Titanic*

The truth about a famous underwater discovery

### 38 Love and death in the sea

An article by marine ecologist Enric Sala

### 42 One village makes a difference

A video about solving a water problem in India

#### 1 Work as a class. Look at the photo and answer the questions.

- 1 Where do you think the women are going?
- 2 How often do you think they make this trip?
- 3 What do they do with the water they collect?

#### 2 Work in pairs. Complete the sentences with four of these numbers.

1/2 3/4 3 17 10 46 70 200

- 1 About \_\_\_\_\_ per cent of the Earth's surface is covered in water.
  - 2 Only \_\_\_\_\_ per cent of the Earth's water is fresh water.
  - 3 Around \_\_\_\_\_ per cent of people don't have running water in their homes.
  - 4 A person in the developing world uses about \_\_\_\_\_ litres of water each day.
  - 5 In Europe, the average is \_\_\_\_\_ litres a day.
- 3 **1.13** Listen to a radio clip about World Water Day. Check your answers from Exercise 2.
- #### 4 Work in groups. Discuss the questions.
- 1 Do you know how much water you use every day?
  - 2 Do you try to save water at home? How? Why?







<http://www.emoderationskills.com/?p=1177>



# Make critical thinking a part of your classroom Part 2

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# Critical thinking and the productive skills

Speaking & Writing



Basic  
comprehension

Critical  
thinking

Creative  
thinking

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## ► DISCUSSING OPINIONS

### Asking for an opinion

What do you think?

What's your opinion?

### Giving your opinion

I think we should ...

In my opinion ...

I'm not sure about ...

### Agreeing and disagreeing

I agree. / You're right. / Good idea.

I see what you mean, but ...

I disagree. / I don't agree.

### Making suggestions

Maybe you could ...

I suggest you ...

From *Life Pre-Intermediate*

## ► PROPOSING and CONCEDED A POINT

### Proposing points

One possibility is / would be to ...

Another alternative/idea is / might be ...

You could ...

It would be better to ...

What about ...?

### Conceding points

Having said that, ...

I realize/admit that ...

Admittedly, ...

I know that isn't really ...

It's not (a) particularly ... , I admit. / I'll grant you.

I haven't thought it through exactly, but ...

From *Life Advanced*

<b>My three main arguments</b>	<b>A counter-argument for each one</b>	<b>A reply to each counter-argument</b>
<b>1.</b>		
<b>2.</b>		
<b>3.</b>		

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## A show and tell presentation

*Today I'd like to talk about...*

*This is my....*

*It's a piece of my history...*

*It came from...*

*It was made by...*

*It shows...*

*...in the nineteen hundreds/sixties/seventies*

*It's important/special to me because....*

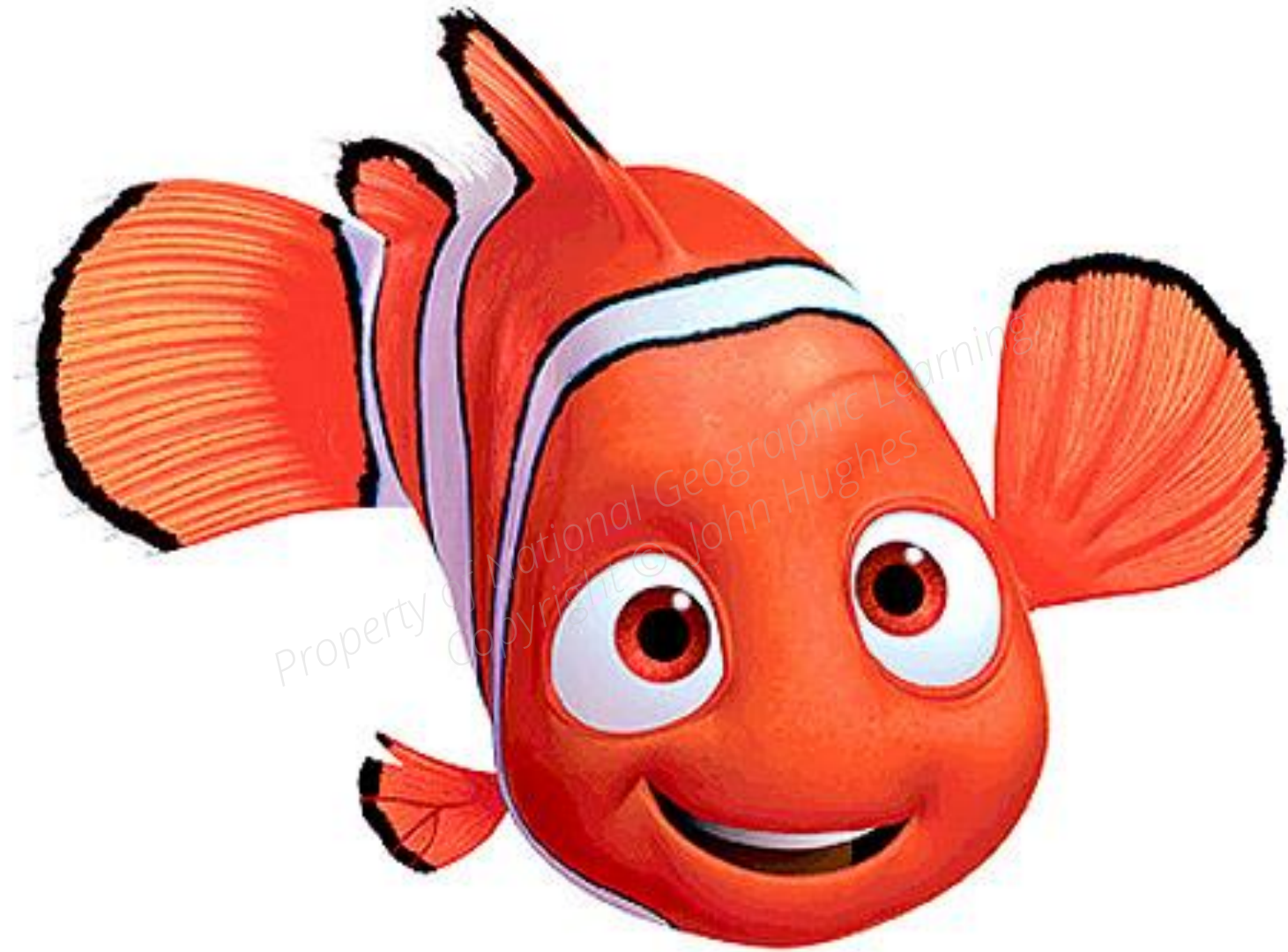
*It reminds me of...*

*It makes me think of...*

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Once upon a time \_\_\_\_\_

\_\_\_\_\_

Every day \_\_\_\_\_

\_\_\_\_\_

One day \_\_\_\_\_

\_\_\_\_\_

Because of that, \_\_\_\_\_

\_\_\_\_\_

Because of that, \_\_\_\_\_

\_\_\_\_\_

Until finally \_\_\_\_\_

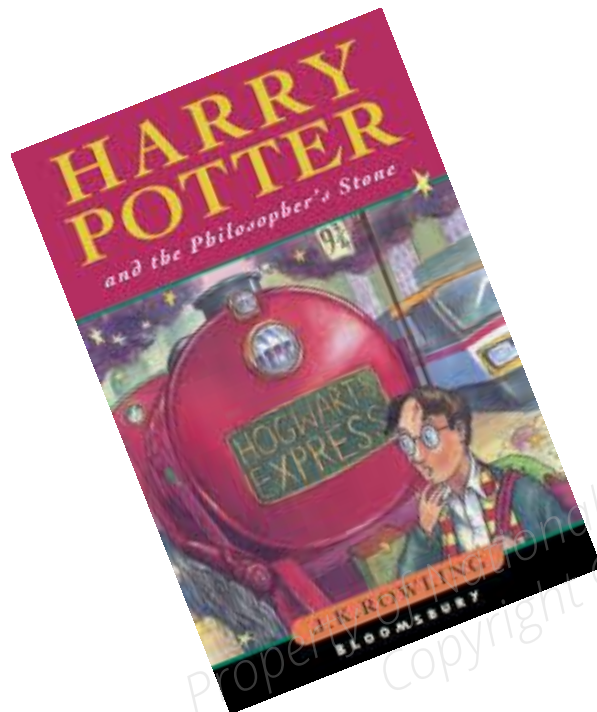
\_\_\_\_\_

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For sale: Baby shoes.  
Never worn.

E. Hemingway

<http://www.sixwordstories.net/>



Boy wizard beats Voldemort  
seven times.

After you have written your essay, swap your writing with a partner.

Read your partner's essay and use this checklist:

Did the writer...?

- Introduce the topic [   ]
- State the aim of the essay (arguments for and against) [   ]
- Introduce arguments for (with supporting evidence) [   ]
- Introduce arguments against (with evidence) [   ]
- Balance both sides of the arguments [   ]
- Conclude with his/her own view [   ]

Did the writer...?

- ..... [ ]
- ..... [ ]
- ..... [ ]
- ..... [ ]
- ..... [ ]

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# Critical thinking and lesson planning

Bringing it all together

Higher order thinking

### Creative thinking

*Doing something new with English*

Lower order thinking

### Critical thinking

*Thinking more deeply about something with English*

### Basic comprehension

*Remembering, understanding and using English*

**A**

**5** Find these phrases with *time* in the article. Then use the phrases to complete the sentences.

spend time    have time for    save time  
have a good time

- At the weekend, we always \_\_\_\_\_ with family and friends.
- I woke up late and so I didn't \_\_\_\_\_ breakfast.
- Don't wait for the bus. \_\_\_\_\_ by taking a taxi.
- Did you \_\_\_\_\_ on holiday?

**B**



- 1** Work in pairs. Look at the image. Discuss the questions.
- Does it look like a painting or a photo?
  - What is happening?
  - What does it make you think about?
  - Do you think the image has a message? What?

**C**

**Speaking** *my life*

**12** Work in groups. Imagine your town is going to be five hundred years old. Have a town meeting to plan and prepare the celebration. Discuss this list. Decide what you would like to do and who is in charge of organizing each thing.

- type of celebration
- type of food
- type of music
- type of place
- date and time
- anything else

A: *So we're going to have a party with fireworks! I'll buy the fireworks. What about the food?*  
B: *I'll buy the food!*

**13** Present your final plans to the whole class. Explain what you are going to do.

**D**

**3** Look at these different life events. Answer the questions.

get a pension    get your driving licence  
go to college or university    get married  
learn to ride a bicycle    leave home  
start a family    start your career  
retire from work    buy your first home

- At what age do people in your country do these things?
- Do you think there is a correct time in your life to do each one?

**E**

**1** Match the words with the pictures (1-20).

cheese    chicken    chips    eggs    fish    juice    lamb  
lemons    lentils    nuts    onions    oranges    pasta    pepper  
peppers    potatoes    prawns    raisins    rice    salt

**F**

**Speaking** *my life*

**8** Prepare a survey about lifelogging.

- Work in groups. Write five or six questions for the survey. *How many photos of your life do you take every day?*
- Interview people in other groups. Take turns to ask and answer your questions.
- Tell your group your results. Are the students in your class all lifeloggers?



Higher order thinking

Lower order thinking

### Creative thinking

Doing something new with English

### Critical thinking

Thinking more deeply about something with English

### Basic comprehension

Remembering, understanding and using English

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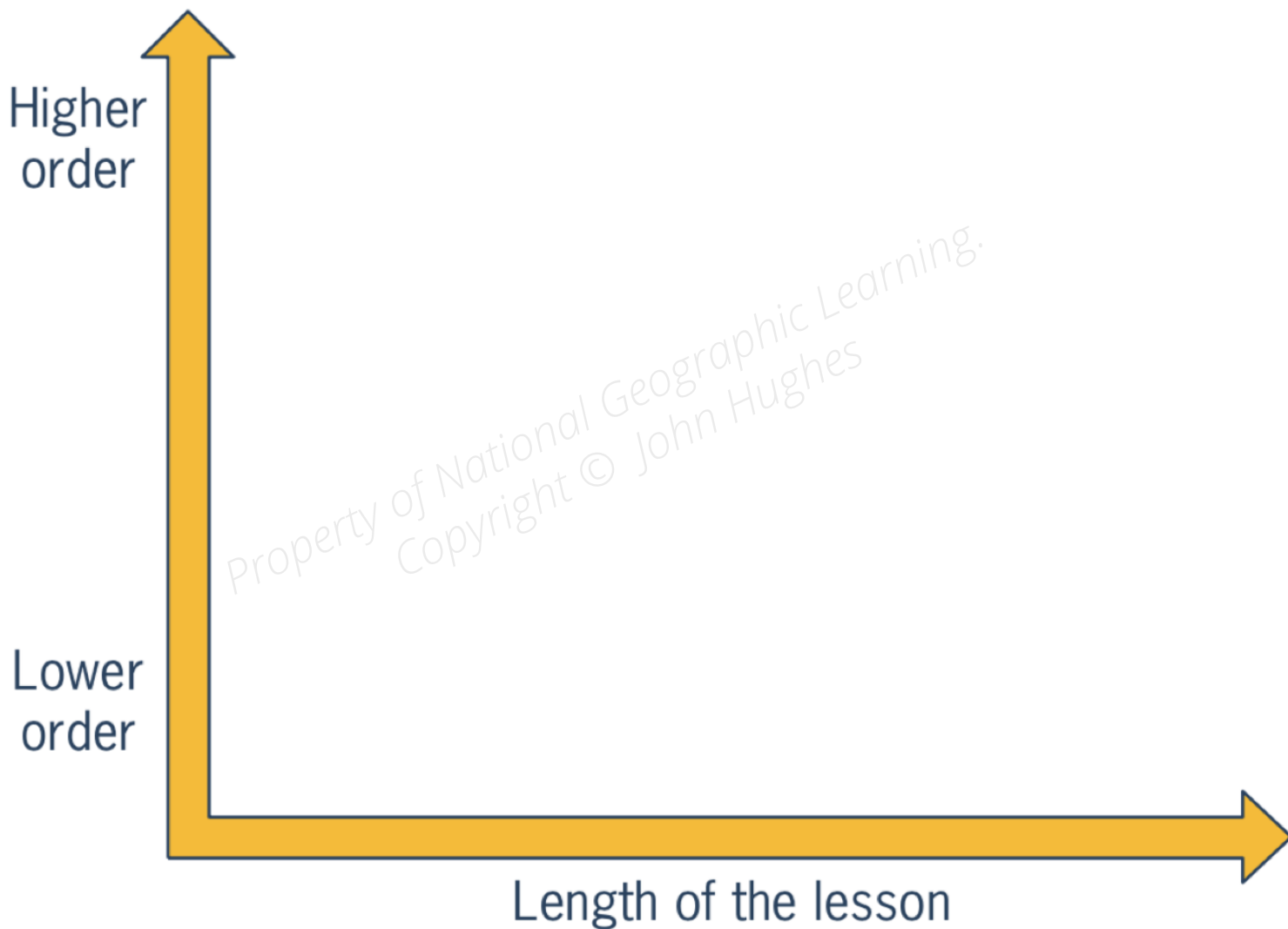
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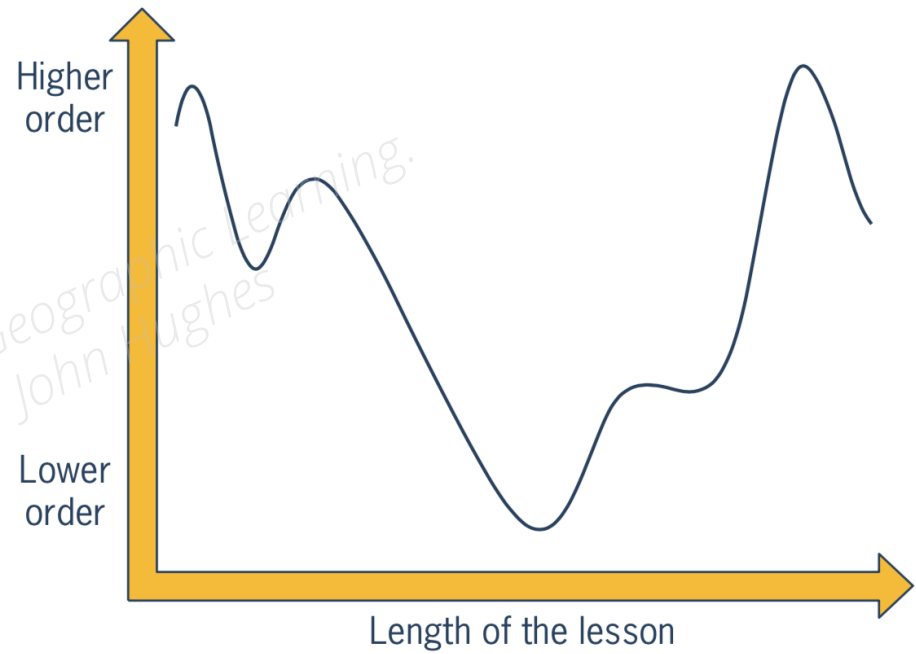
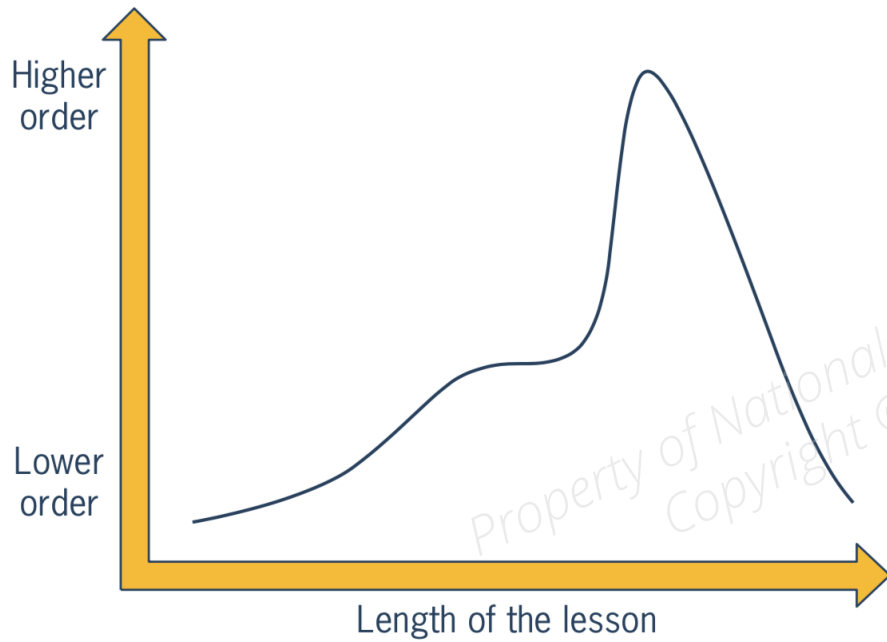
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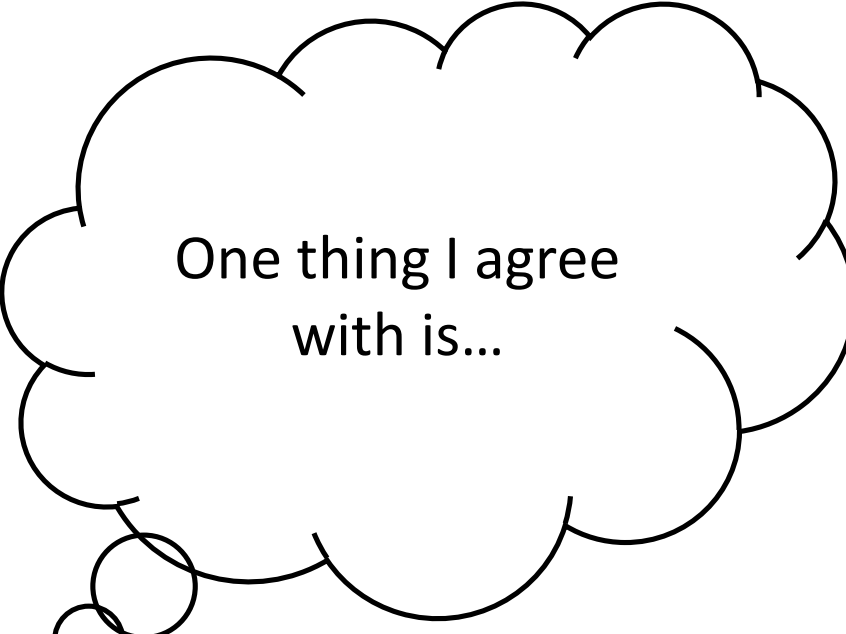
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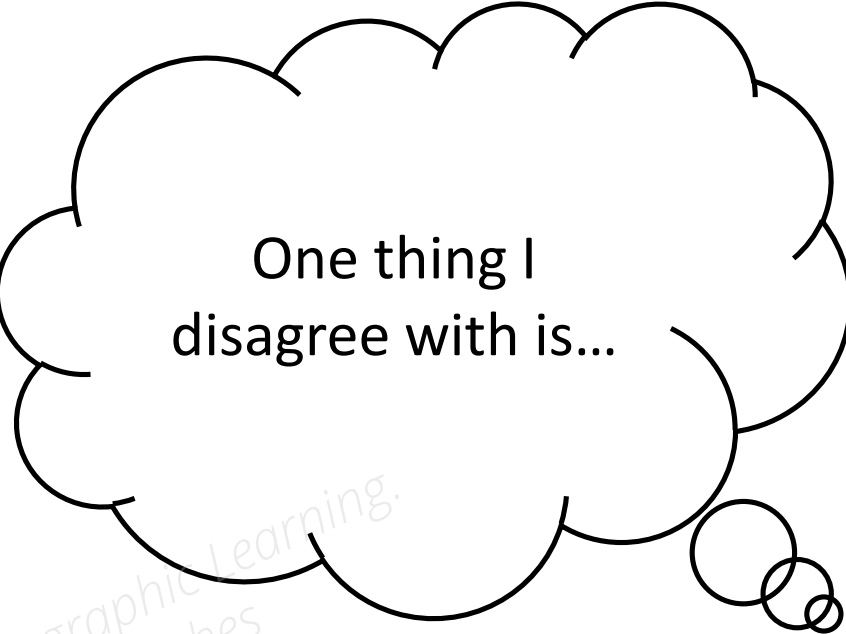





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A large, hand-drawn thought bubble with a scalloped border and three small circles at the bottom left.

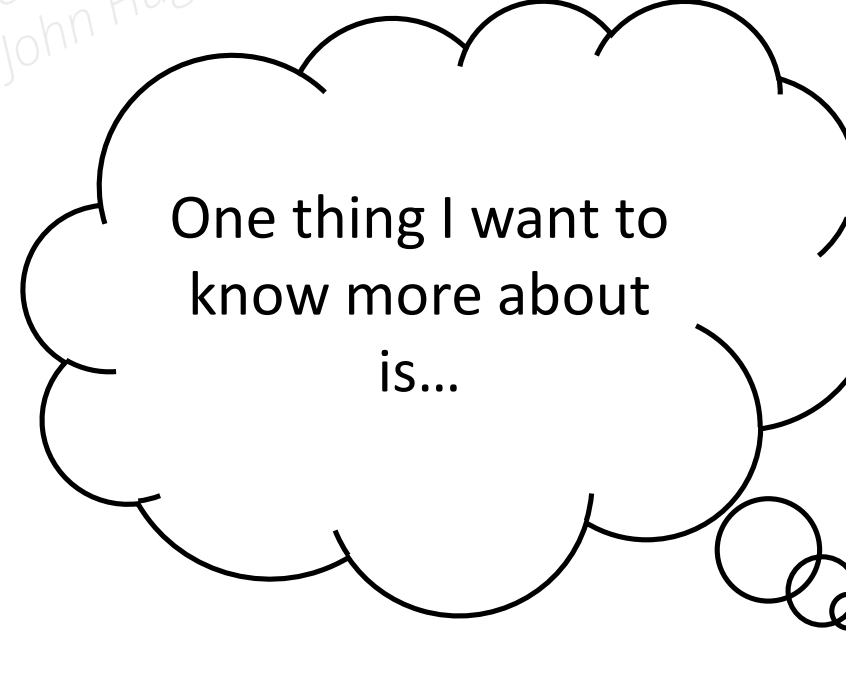
One thing I agree  
with is...

A large, hand-drawn thought bubble with a scalloped border and three small circles at the bottom right.

One thing I  
disagree with is...

A large, hand-drawn thought bubble with a scalloped border and three small circles at the bottom left.

One classroom  
activity I'd like to  
try out is...

A large, hand-drawn thought bubble with a scalloped border and three small circles at the bottom right.

One thing I want to  
know more about  
is...

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# Make critical thinking an everyday part of your teacher toolkit

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