



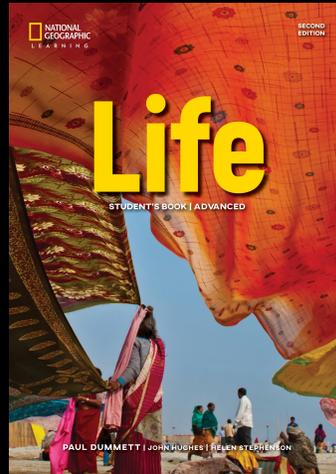
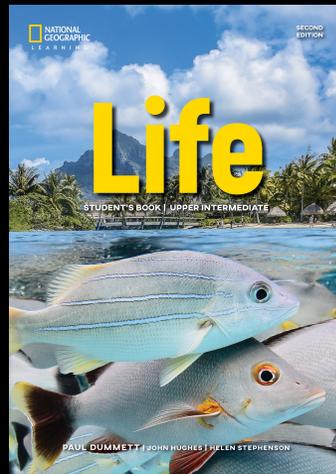
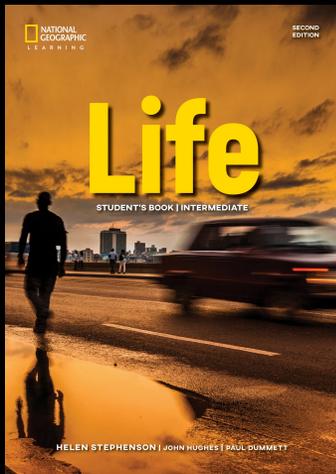
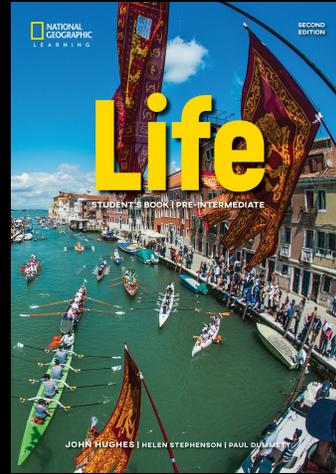
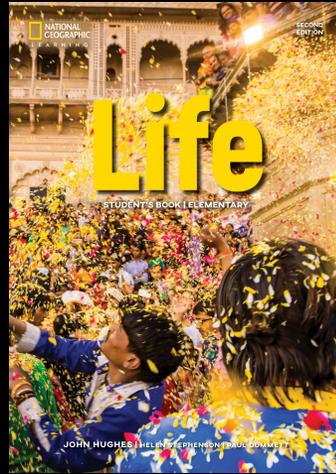
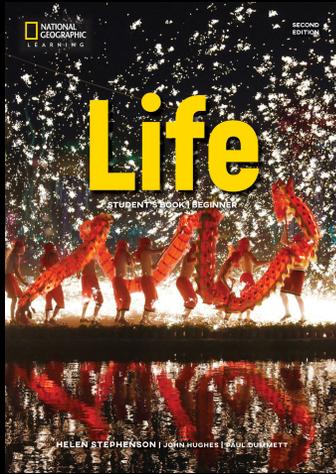
 **NATIONAL  
GEOGRAPHIC**  
LEARNING

MAKE CRITICAL THINKING  
AN EVERYDAY PART OF  
YOUR TEACHING

John Hughes  
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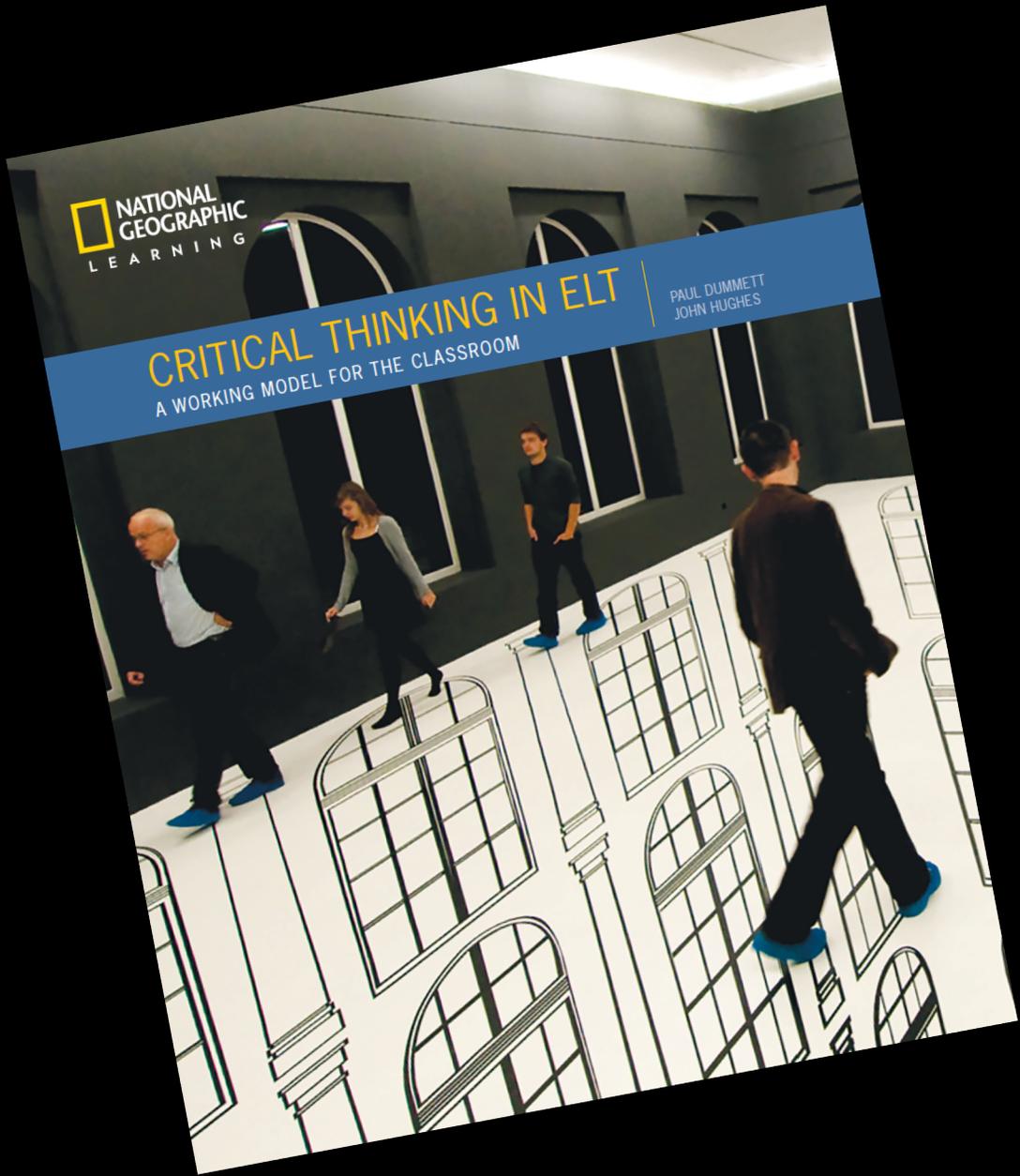


NATIONAL  
GEOGRAPHIC  
LEARNING

# CRITICAL THINKING IN ELT

A WORKING MODEL FOR THE CLASSROOM

PAUL DUMMETT  
JOHN HUGHES

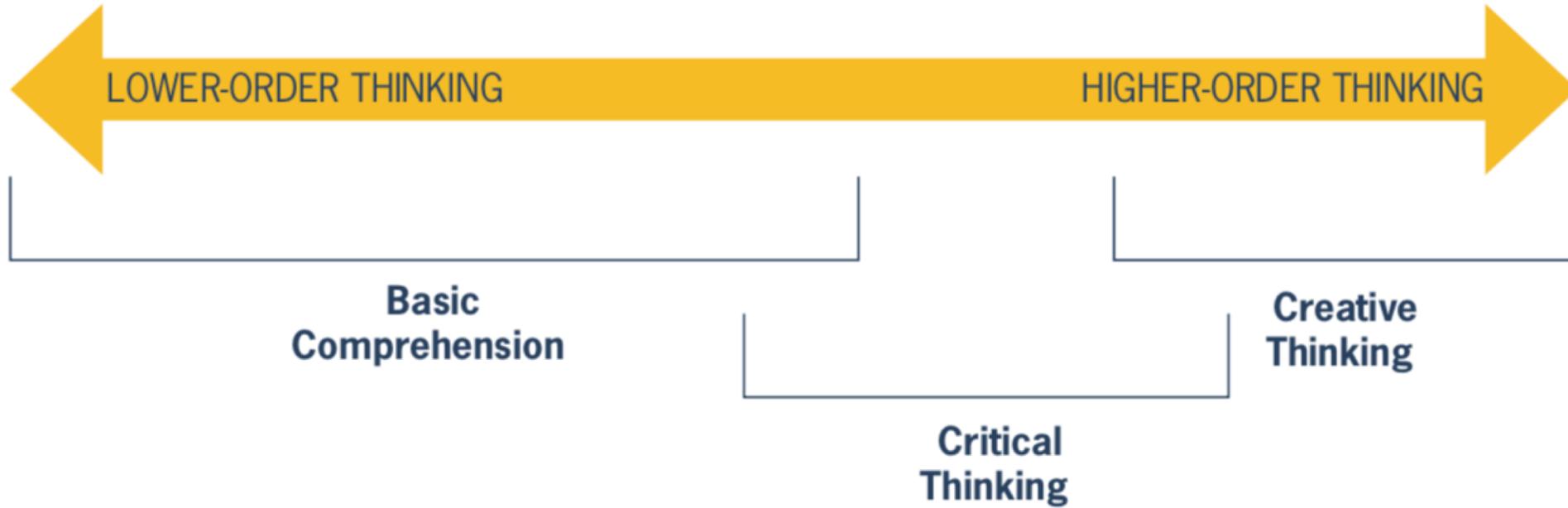




Bloom's Taxonomy (1956)



Anderson & Krathwohl's revision (2001)





HIGHER-ORDER THINKING

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 holding?

Who can you see?

LOWER-ORDER THINKING

- Language and learner autonomy
- Engagement with text types
- Promote creativity and authenticity





#### 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.

*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*?

## 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.

chip

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.

- Language and learner autonomy
- Engagement with text types
- Promote creativity and authenticity



- 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?

# Pink and blue



Jeongmee Yoon is a South Korean photographer. When her daughter was five years old, she loved pink. So her mother photographed Sewoo 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.

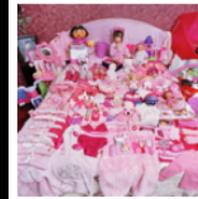
The photograph gave Jeongmee an idea. She asked parents if she could photograph their daughters with their possessions. Many of these girls were like Sewoo and had lots of pink things. Jeongmee says: 'My daughter is not unusual. Most other little girls in the United States and South Korea love pink clothing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

$\frac{1}{4}$   $\frac{1}{5}$  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>

- Language and learner autonomy
- Engagement with text types
- Promote creativity and authenticity



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

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

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

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

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

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

*Beginning*      *Today I'd like to talk about...*  
*This is my....*  
*It's a piece of my history...*

*Middle*      *It came from...*  
*It was made by...*  
*It shows...*  
*...in the nineteen hundreds/sixties/seventies*

*End*      *It's important/special to me because....*  
*It reminds me of...*  
*It makes me think of...*

