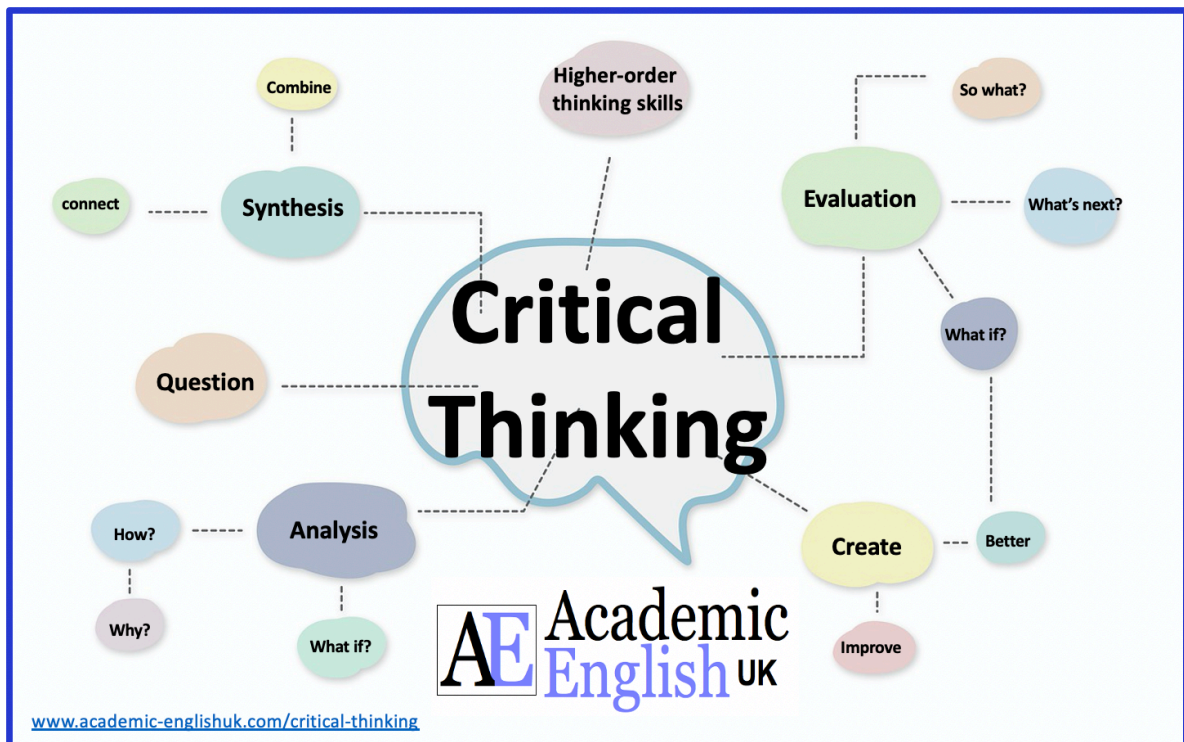




Critical Thinking



Lesson PDF Book

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Lesson Plan: Critical thinking

Lessons: introduction / definition / listening / reading / speaking / extras

Time: 4-5 hours

Level: **** [B1/B2/C1]

Lesson Plan

Aim: to focus on critical thinking in great depth and develop a better awareness of how to use critical thinking skills.

1.Introduction: Critical Thinking Worksheet #1 [20-30 minutes]

1. Question 1: Ask Students to look at the two images and discuss what they see.
2. **Answers:** Image 1 can be a young girl or old woman.
Image 2 can be a rabbit or a duck.
3. **Rationale:** Explain that we all see things in different ways or perspectives.
4. Question 2: Students read the definitions and write down key terms.
5. See **Answer Page** for key terms [pg.6].
6. Question 3: Students look at the level 4 criteria and identify elements of critical thinking.
7. See **Answer Page** for highlighted sections [pg.7]. Generally, it is in the two sections of cognitive/ Intellectual skills (60-100 band range) and Use of research-informed literature (70-100 band range).

2. Dictogloss – Critical thinking definition (test questions) [30 minutes + feedback]

- Refer to dictogloss teacher's notes in this PDF Book [pg.9].

3.Listening: Lecture (test questions) [1:30 minutes + feedback]

- Refer to lecture listening teacher's notes in this PDF Book [pg.14].

4.Reading Text (text analysis) [60 minutes + feedback]

- Refer to reading test teacher's notes in this PDF Book [pg.24].

5.Speaking: a discussion [30+ minutes + tutor feedback]

- Refer to speaking summary teacher's notes in this PDF Book [pg.30].

Critical Thinking Worksheet #1

1. What do you see in these two images?

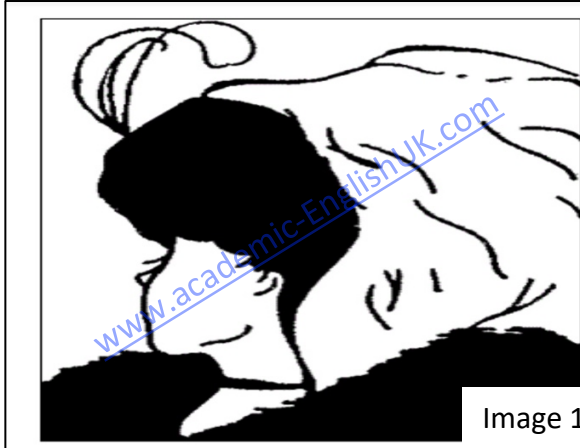


Image 1

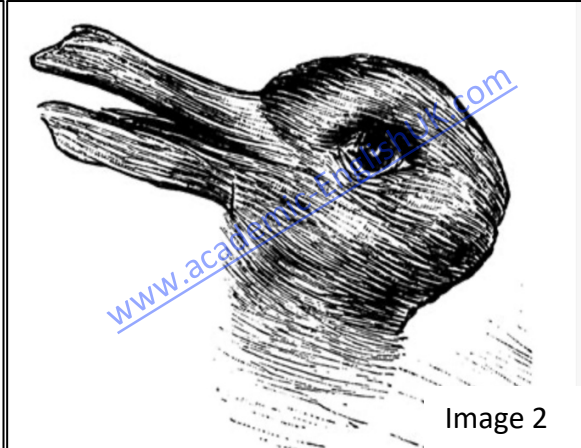


Image 2

2. What is critical thinking? Read these university definitions.

'Critical thinking is a systematic evaluation of the arguments, ideas and theories of others. The basic premise of [] involves asking critical [] to form an educated opinion of whether or not those resources are credible' (Stanford University, 2018).

'Critical thinking consists of []: a capacity to spot weakness in other arguments, a passion for [], and a capacity to reflect on your own [] with an eye to possibly change them' (Harvard University, 2018).

'To think critically is to examine [], evaluate them against what you already know and make decisions about their merit. The aim of critical thinking is to try to maintain an ' []' position. When you think critically, [] up all sides of [] and evaluate its strengths and weaknesses' (The Open University, 2008).

'Thinking critically means asking questions. Instead of accepting ' [] what you read or hear, critical thinkers look for [] good reasons before believing something to be true. This is at the [] what it means to be a scientist, [] professional in any field. Whatever you are studying, critical thinking is the key to learning and to []' (Plymouth University, 2010).

Write down 10 key words or phrases from the definitions above:

3. Critical thinking is an important part of university assessment. Identify on the criteria where critical thinking is assessed:

| Marks | Assessment categories | 0-25 (Fail) | 26-39 (Fail) | 40-49 (3 rd) | 50-59 (2.2) | 60-69 (2.1) | 70-85 (1 st) | 86-100 (1 st) |
|--|---|--|--|---|--|--|--|---|
| Knowledge & Understanding of Subject | | Major gaps in knowledge and understanding. Significant inaccuracies. | Gaps in knowledge and superficial understanding. Some inaccuracies. | Threshold level. Broadly accurate knowledge and understanding of the material. Some elements missing and flaws evident. | Sound, routine knowledge and understanding of the material, main concepts and key theories. Some flaws may be evident. | Good, consistent knowledge and understanding of the material, main concepts and key theories at this level. | Detailed knowledge and understanding of the main concepts/ theories at this level. Beginning to show awareness of the limitations of the knowledge base. | Highly detailed knowledge and understanding of material, concepts and theories at this level. Awareness of the ambiguities and limitations of knowledge. |
| | Cognitive/ Intellectual Skills (e.g. analysis and synthesis; logic and argument; analytical reflection; organisation and communication of ideas and evidence) | Brief and irrelevant. Descriptive. Only personal views offered. Unsubstantiated generalisations. Little or no attempt to draw conclusions. | For the most part descriptive. Views/ findings sometimes illogical or contradictory. Generalisations/ statements made with scant evidence. Conclusions lack relevance and/or validity. | Threshold level. Some awareness of issues. Sense of argument emerging though not completely coherent. Some evidence to support views, but not always consistent. Some relevant conclusions | Issues identified within given areas. An emerging awareness of different stances and ability to use evidence to support a coherent argument. Broadly valid conclusions | Good analytical ability. Acknowledgement of views of others. Arguments generally logical, coherently expressed, well organised and supported. Sound conclusions. | Very good analysis throughout. Perceptive and persuasive points made within given area. Explicit acknowledgement of other stances. Arguments well-articulated, and logically developed with a range of evidence. Strong conclusions. | Logical, articulate analysis a consistent feature. Persuasive points made throughout the work within a highly articulate, balanced argument. Judiciously selected evidence, drawn from relevant research. Convincing conclusions. |
| Use of Research-informed Literature (including referencing, appropriate academic conventions and academic honesty) | | No evidence of reading. Views are unsupported and non-authoritative. Academic conventions largely ignored. | Evidence of little reading appropriate for the level of study, and/or indiscriminate use of sources. Academic conventions used weakly. | Threshold level. Some evidence of reading, with superficial linking to given text(s). Some academic conventions evident and largely consistent, but with some weaknesses. | Knowledge of literature beyond core text(s). Literature used accurately but descriptively. Academic skills generally sound. | Knowledge of the field of literature appropriately used to support views. Research-informed literature integrated into the work. Good use of academic conventions. | Critical engagement with appropriate reading. Knowledge of research-informed literature embedded in the work. Consistently accurate use of academic conventions. | Exceptionally wide range of relevant literature used critically to inform argument, balance discussion and/or inform problem-solving. Consistently accurate and assured use of academic conventions. |
| | | | | | | | | |

Source: [Generic university assessment criteria at level 4 \(Year 1 university level\)](http://www.academic-englishuk.com/critical-thinking)



Image 2

Economic Inequality

Definition – Critical Thinking

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Dictogloss: Critical Thinking

Topic: Education

Level: *** ** [B2/C1]

Vocabulary: Critical thinking terminology [words connected & associated with critical thinking].

Grammar: verb + noun collocations [ask for ^(verb) clarification ^(noun)].

Time: 20-30 minutes.

Lesson Plan

1. Activate schemata – what do you know about critical thinking?
2. Try to elicit key vocabulary:
cognitive / synthesis / analysis / evaluation / merit / validity / criticality / inquiry / self-reflection / clarification / open-minded

Dictogloss

3. Read out the text 2 times at normal speed & students take notes.
4. Then in pairs / threes try to construct the whole text [10-15 minutes].
5. Teacher Feedback – Check to original.
6. Noticing skills – ask students to highlight verb + noun collocations [10] [give the first one as an example: *associated with* ^(verb) *Socrates or someone* ^(noun)]. Then ask them to highlight all the key critical thinking terminology [15].

Dictation

Critical thinking, derived from the ancient Greek [] and often associated with Socrates (450BC), means []. Universal scholarly agreement is based on the understanding that it is the [] cognitive skills of synthesis, [] and evaluation to determine merit, affirm true worth and assess [] in any discourse. Criticality is an [] and reflects the ability of [] of one's mind through initiating [] discussion of always asking for clarification, [] or theories and drawing open-minded [].

Author: Wilson, C (2017) Academic English UK.

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Dictogloss Critical Thinking

Listen and make notes:

Write the complete paragraph

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Student's copy

Critical thinking, derived from the ancient Greek [] and often associated with *Socrates (450BC)*, means []. Universal scholarly agreement is based on the understanding that it is the [] cognitive skills of synthesis, [] and evaluation to determine merit, affirm true worth and assess [] in any discourse. Criticality is an [] and reflects the ability of [] of one's mind through initiating [] discussion of always asking for clarification, [] or theories and drawing open-minded [].

Author: Wilson, C (2017) Academic English UK.



Highlighted: [verb + noun collocation](#)

Critical thinking, derived from the ancient Greek [] and often [associated with Socrates \(450BC\)](#), means []. Universal scholarly agreement [is based on the understanding](#) that it is the [] cognitive skills of synthesis, [] and evaluation to [determine merit](#), [affirm true worth](#) and [assess](#) [] in any discourse. Criticality is an [] and [reflects](#) the [ability](#) of [] of one's mind through [initiating](#) [] [discussion](#) of always [asking for clarification](#), [] or theories and [drawing](#) open-minded [].

Highlighted: [Key critical thinking terms:](#)

Critical thinking, derived from the ancient Greek [] and often associated with *Socrates (450BC)*, means []. Universal scholarly agreement is based on the [understanding](#) that it is the [] [cognitive skills](#) of [synthesis](#), [analysis](#) and [evaluation](#) to determine [merit](#), affirm [true worth](#) and assess [validity](#) in any discourse. Criticality is an [] and reflects the ability of [] of one's [mind](#) through initiating [] discussion of always asking for [clarification](#), [] or theories and drawing [open-minded](#) [].



Critical Thinking

Academic Lecture: an introduction to critical thinking

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Critical Thinking – an introduction

[listening test questions]

Author: C. Wilson

Date: March 2020

Time: 10:01

Level: *** [B2/C1]

Lecture: <https://youtu.be/RyqFD5OAJ40>

PowerPoint Download: [Download link in paid version...](#)

Check these words before listening:

Key vocabulary

1. Critical thinking / criticality / higher-level thinking skills
2. [redacted] / evaluation
3. Elements / aspects / [redacted]
4. A taxonomy / a classification
5. [redacted]
6. A premise
7. Credible
8. [redacted]
9. To interfere
10. To determine
11. An [redacted]
12. A sponge / to absorb
13. to pan for gold (metaphor)
14. To i [redacted] / to examine
15. Assumptions / reasoning
16. [redacted]
17. Profound
18. Inventiveness
19. [redacted]
20. Strategies
21. To [redacted]
22. A life-long process
23. To be [redacted]
24. Exploration
25. To draw attention to...
26. [redacted] opinions

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Teacher

LISTENING TEST QUESTIONS

Aim: *to develop the students' ability to listen to a 10 min+ lecture, to take notes and then use those notes to answer a range of test- type questions.*

Lesson Time: *Approximately 1:30-2:00 hours*

Lesson Plan

1. Lead in

1. Ask Students to discuss the 'title' and predict the content of the lecture.
2. Ask students to write down key terms / language from the discussion.
3. Feed in / check key vocabulary.

Three types of lesson

Lesson#1: [hard]

1. Students listen once – take notes.
2. Give 5 minutes to tidy notes.
3. Listen again and add to notes (use a different **colour** pen).
4. Give out questions – set 20-25 minutes to answer.
5. Feedback answers (give out answers or go through on board).

Lesson #2: [medium]

1. Students listen once – take notes.
2. Give out questions: Set 15 minutes for students to answer questions from notes.
3. Listen again – students answer the missed questions as they listen.
4. Give extra 10 minutes to consolidate answers.
5. Feedback answers (give out answers or go through on board)

Lesson #3: [easy]

1. Give out questions - students have 10 minutes to look at questions.
2. Students listen and answer questions.
3. Give 5 minutes to tidy answers.
4. Students listen again – check answers and answer missed questions.
5. 5-10 minutes to tidy answers.
6. Feedback answers (give out answers or go through on board).

Critical Thinking: an introduction

by C.Wilson (2020)

1. What is the title of the lecture?

| |
|--|
| |
|--|

___ / 1

2. What are the _____ of the lecture?

| | |
|---|--------------|
| 1 | A definition |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

___ / 4

3. Critical thinking definition – fill in the missing words [1st letter is given]

Critical thinking is a i. s_____ evaluation of the _____, ideas and theories of others. The basic _____ critical thinking involves asking _____ in order to form an ii. e_____ opinion of _____ those resources are iii. c_____. On a basic level, we are _____ the things we read and hear to see if they are iv. o_____, _____ and supported by v. a _____ evidence. ___ / 5

4. What is one of the main _____ of critical thinking?

| |
|--|
| |
|--|

___ / 2

Alternative thinking styles

5. What are the names of the academic authors and date of their research?

| Names | | Date | |
|-------|--------------------|------|--|
| | [2 names=2 points] | | |

___ / 3

6. The alternative thinking styles – fill in the table.

| | | |
|---------------------------------------|----------------------|---|
| What are the names of the two styles? | i. <i>The sponge</i> | ii. |
| Name a _____ of this style. | iii. | iv. |
| Name a _____ aspect of this style. | v. | vi. <i>This type of thinking is challenging and often repetitive.</i> |

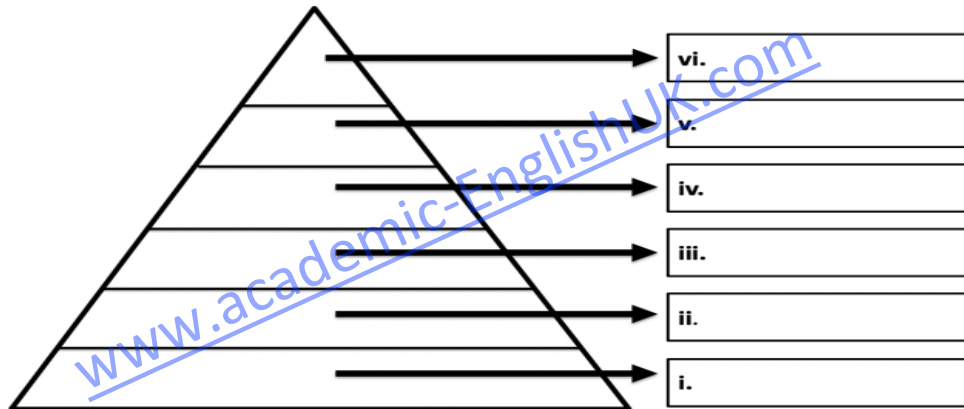
___ / 4

7. What is ?

___ / 1

Bloom's Taxonomy Pyramid

8. Complete the diagram.



___ / 6

Higher-level thinking skills

9. Read these statements and decide if they are true or false.

| | | T / F |
|---|---|-------|
| 1 | Analysing is judging, assessing and <input type="text"/> through using what you know to make <input type="text"/> your views. | |
| 2 | Analysing content is to recognise <input type="text"/> , logical reasoning <input type="text"/> of data. | |
| 3 | The three analysing questions are Why? How? and <input type="text"/> ? | |
| 4 | Evaluating is <input type="text"/> down into separate components, looking <input type="text"/> relationships between <input type="text"/> . | |
| 5 | To be good at evaluating, you need a knowledgeable understanding of the topic. | |
| 6 | The two evaluating questions are so <input type="text"/> <input type="text"/> ? | |
| 7 | Creating <input type="text"/> analysing and evaluation elements of the taxonomy to <input type="text"/> . | |
| 8 | Creating questions are, how it could be improved or changed? | |

___ / 8

10. What is the the lecturer to begin critical thinking?

___ / 2

11. Is critical thinking a quick []? why? why not?

| | | |
|-----------------------------|-----|----|
| i. | Yes | No |
| ii. Why? Why not? | | |
| iii. Who was the [] by? | | |
| iv. What did the [] state? | | |

___ / 4

Critical analysis of the lecture

12. Critical questions were [] at the end of the lecture. Write [].

| | |
|---|----------------------------|
| 0 | Why did I do this lecture? |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

___ / 5

Final point

13. What was the [] of the lecture

| |
|--|
| |
|--|

___ / 1

Reflection

14. What have you learnt in today's lecture?

| |
|--|
| |
|--|

Total Score ___ / 46

Critical Thinking: an introduction **ANSWERS**

1. What is the title of the lecture?

'An introduction to critical thinking at university'.

[must include all 7 words]

___ / 1

2. What are the five key parts of the lecture?

| | |
|---|------------------------------------|
| 1 | <i>A definition</i> |
| 2 | <i>Alternative thinking styles</i> |
| 3 | <i>Bloom's taxonomy</i> |
| 4 | <i>Simplistic suggestion</i> |
| 5 | <i>Critical thinking questions</i> |

___ / 4

3. Critical thinking definition – fill in the missing words

Critical thinking is a i. systematic evaluation of the arguments, ideas and theories of others. The basic

ALL ANSWERS IN PAID VERSION...

Transcript: An introduction to critical thinking at university

by C. Wilson (2020)

Hello and welcome to my short lecture today on 'an introduction to critical thinking at university'. So just to begin, I think I should say that critical thinking is a huge area and to cover all elements will take a significant amount of time so I'm just going to look at the basic key aspects associated with reading and writing at university. I've divided my lecture today into five key parts: I'll begin by defining critical thinking, then I'll use recent research to discuss alternative thinking styles, I'll then use Bloom's taxonomy to highlight higher-order thinking skills which leads into a simple approach to help activate your critical thinking skills. And finally, I'll demonstrate critical thinking questioning on this lecture.

Ok, so let's begin with a definition. Basically, critical thinking is a...

THE TRANSCRIPT IS INCLUDED IN PAID VERSION...



Critical Thinking

Reading Text Analysis

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Critical Thinking – Reading Text Analysis

Lesson Plan

Aim: to provide quality practice in developing analytical critical thinking skills.

1. Preparation

- Photocopy the reading text 'Critical thinking – going to university' for each student. [Page 3](#)
- Photocopy the Answer sheet (one sheet between two). [Page 4-5](#)

2. Introduction

- Ask students to discuss: 'What is critical thinking?'
- Try to elicit key terms and ideas: *questioning / cognitive / synthesis / analysis / evaluation / merit / validity / bias / self-reflection / clarification / open-minded*
- *EXTRA IDEAS! go here: Critical thinking Dictogloss / Critical thinking videos / Bloom's Higher-level thinking skills* <https://www.academic-englishuk.com/critical-thinking>

3. Set up

- Hand out the reading text 'critical thinking – going to university'.
- Explain that you want the students to apply the critical thinking skills of analysing and evaluating to the text.
- Give examples of the two terms:
Analysis is to draw connections among ideas: to examine / to question / to compare.
Evaluation is to justify a stand or decision: to judge / to identify support and credibility / to appraise / to critique. *[Bloom's higher-thinking taxonomy is on the back page]*

4. The lesson

- As a whole group do the first paragraph together. *Explain there are 4 possible problems.*
- Give the students 5 minutes to read the paragraph and try to identify what in the paragraph can be questioned or critiqued.
- Feedback individually or as a group using the answer sheet for guidance.
- Students work individually: Allow the students 20-30 minutes to read and highlight possible areas of question, critique or appraisal. *Explain there are 10 possible problems to find.*

5. Feedback:

- Feedback in pairs - students share their ideas and justify their answers.
- Feedback as a whole class. Teacher highlights key answers and elicits other possible critiques.

Disclaimer: There are a variety of different answers to this activity.

Critical Thinking – Going to university

by C.Wilson (2020)

The UK is the world leader in providing higher education with over 50,000 courses and 395 universities. Higher education has become increasingly popular over the last two decades with most young people choosing to go to university than work. In fact, 2018 saw a record level of 1,621,535 students attending university for their first year on a degree course. This trend is set to increase year on-year in the future.

One of the main reasons for this successful increase is due to the introduction of student loans back in [] [] [] for all. This means that everyone in the UK can attend a university and especially for the students from [] backgrounds, they can now get themselves out of [] []. According to UCAS (2020) a record [] people from disadvantaged backgrounds were accepted to university in 2018.

This inclusivity is a positive step forward for universities who are now offering equal opportunities for all. Examples of this are shown in increases in ethnicity [] % of entrants being black, Asian [] []. In addition, the last ten years has seen also seen [] [] in education and now there [] [] [] nationally at university than men. However, there are still clear differences in subject choice with 74% of [] [] [], construction and manufacturing compared to 78% of female students studying education [] and welfare ([]).

Interestingly, the most popular university courses are Business and Administration studies with [] [] studying. This is closely followed by medicine with approximately 250,000 students, mid-range course are law with [] [] [] of the range is agriculture and [] science (T.H.E, 2019).

It is safe to say that a university degree is now a prerequisite for [] [] [] and accessing a middle-class lifestyle. Many graduates walk straight into well-paid jobs after graduation and can [] [] [] their student loans.

Overall, many graduates generally claim that going to university is [] [] life. It can be a great [] [] your knowledge, meet new people and experience independence. For many, it is a personal journey of [] [] them for the real world and the global job market.

References

T.H.E (2020). *The least and most popular undergraduate courses in the UK*. [online] Times Higher Education (THE). Available at: <https://www.timeshighereducation.com/student/news/least-and-most-popular-undergraduate-courses-uk> [Accessed 26 Feb. 2020].

UCAS (2020). *Data and analysis*. [online] UCAS. Available at: <https://www.ucas.com/data-and-analysis> [Accessed 26 Feb. 2020].

Possible critical evaluation **ANSWERS**

The UK is the world leader ⁽¹⁾ in providing higher education with over 50,000 courses and 395 universities. Higher education has become increasingly popular over the last two decades with most young people ⁽²⁾ choosing to go to university than work. In fact, 2018 saw a record level of 1,621,535 students attending university ⁽³⁾ for their first year on a degree course. This trend is set to increase year on-year ⁽⁴⁾ in the future.

(1) Untrue. The U.K. is not the world leader because America is the world leader.

(2) Untrue. Most young people do not go to university according to statistics only 50.2% young people go to university (UCAS, 2020).

(3) Where has this data come from – no source.

(4) How do they know it will increase? In fact, 2019 figures are lower at 1,501,235 (UCAS, 2020).

One of the main reasons for this successful increase is due to the introduction of student loans back in [REDACTED] [REDACTED] [REDACTED] ⁽⁵⁾ for all. This means that everyone in the UK can attend a university and especially for the students from [REDACTED] backgrounds, they can now get themselves out of [REDACTED] [REDACTED] ⁽⁶⁾. According to UCAS (2020) a record [REDACTED] people from disadvantaged backgrounds were accepted to university in 2018 ⁽⁷⁾.

(5) The introduction of student loans is true to create accessibility for all, but have loans really helped?

ALL ANSWERS IN PAID VERSION...



Critical Thinking

Speaking: discussion

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Critical Thinking – Speaking

Lesson Plan

Aim: to provide quality practice in developing analytical critical thinking skills based on facts rather than feeling and opinion.

Background for this lesson: *This lesson is based on the book 'Factfulness' by Hans Roslin. He generally argues that many people's worldview is dramatic and inaccurate. The over-dramatic worldview is very widespread. This has been demonstrated by Hans Rosling and the Gapminder Foundation (2005). For many years, he has posed people questions on various topics, ranging from poverty and wealth, to education, health and gender differences. The results of these tests have been discouraging: 'Everyone seems to get the world devastatingly wrong' concludes the authors (p. 9). By accessing credible data from the UN and World bank, the over-dramatic worldview can be replaced with a fact-based worldview.*

Free source: <https://www.gapminder.org/wp-content/uploads/Factfulness-Teachers-Guide-Eng-181010.pdf>

Rationale: This lesson is based on 8 questions that many people get wrong. The idea is to get students to discuss the questions and to identify that opinions can often distort the way we see things. The teacher's notes are detailed and based on facts.

1. Preparation

1. Photocopy 'Critical thinking questions': cut-up one set per group (4-5 students).
2. Photocopy 'Critical thinking feedback sheet' on A3 paper: one set per group (4-5 students).
 - Photocopy the 'Answer Sheet' (one sheet between two).

2. Introduction

- Ideally the students will have already studied the critical thinking theory and completed some of our easier activities from <https://www.academic-englishuk.com/critical-thinking>

3. Lesson

- Put students in groups of 4-5.
- Explain that they are going to have a discussion and need to apply critical thinking strategies.
- Give out the critical thinking feedback sheet and make one student in each group the designated recorder of ideas.
- Give out the card sets & set a time of 30-40 minutes. They must write ideas down and come to a mutual agreement if possible.
- **Good idea!** Do question one together. Give them 5-10 minutes to discuss and then feedback as whole group. Use the teacher's notes to guide your answers – highlight the critical thinking strategy.

4. Feedback

- Feedback as a whole class.
- Each group could present their ideas for one of the questions.
- Teacher highlights key answers and elicits other possible critiques.

Critical Thinking Questions [✂...cut-up activity]

| | |
|----------|---|
| 1 | Are the rich getting richer and the poor getting poorer? |
| 2 | Are 'developed countries' and 'developing countries' [] ? |
| 3 | Is the world getting better or worse? |
| 4 | Will world population growth [] increasing? |
| 5 | Are most people worried about the threat of terrorism? |
| 6 | In 1996, [] and black rhinos were all listed as endangered. How many of these species are more critically endangered today? Why? / Why not? |
| 7 | Which are the most [] countries in the world? |
| 8 | If we don't do something now about climate change, it will be too late. Do [] with this statement? |

Critical Thinking Feedback Sheet: write your ideas here:

| | |
|----------|---|
| 1 | Are the rich getting richer and the poor getting poorer? |
| 2 | Are 'developed countries' and 'developing countries' <input type="text"/> ? |
| 3 | Is the world getting better or worse? |
| 4 | Will world population growth <input type="text"/> increasing? |
| 5 | Are most people worried about the threat of terrorism? |
| 6 | In 1996, <input type="text"/> black rhinos were all listed as endangered. How many of these species are more critically endangered today? Why? / Why not? |
| 7 | Which are the most <input type="text"/> countries in the world? |
| 8 | If we don't do something now about climate change, it will be too late. Do <input type="text"/> this statement? |

Critical thinking **ANSWERS**

The answers are based on statistical facts and evidence from the United Nations and the World Bank.

1) Are the rich getting richer and the poor getting poorer?

NO – the question in itself is misleading. It suggests that there is a ‘gap’ between the two points, but in fact it is what is between the points that is much more interesting: the majority. Using data from The World Bank (2019) 75% (5.7Bn) world’s population are living in middle income economies. Thus, [] in extreme poverty, 8.9% (680m) are super rich and [] are high income economies. So, the question is [] insignificant. The data shows that there is no serious gap.

Key critical thinking strategy: there are no gaps or separate groups. The reality is [] at all. Always look for the majority.

2) Are ‘developed countries’ and ‘developing countries’ []?

NO- this term is possibly []. The true question is what are the key indicators of a developed country? According to the UN (2019), a developed country has health care services, electricity, education, [], [] size, tourism and [] incomes. 75% of people live in middle-income economies suggesting that 85% of countries are now ‘developed’. Many people use GDP per capita as an argument, but this is only one factor of the whole picture. The [] in 1999 dropped the terms ‘[]’ and now divide the world into four income groups.

| | | | |
|---------|---------------------|-----------------------|-------------|
| Level 1 | Low income | Approx. \$1-\$3 a day | < 1,025 |
| Level 2 | Lower-middle income | [] | [] |
| Level 3 | [] income | Approx. \$12 a day | 3,996 - [] |
| Level 4 | High income | Approx. [] | > [] |

Link: <https://blogs.worldbank.org/opendata/new-country-classifications-income-level-2019-2020>

Critical Thinking Strategy: thinking clearly – what is the criteria for a label? Does all the criteria work. Binary thinking of separating things into two parts is usually inaccurate.

3) Is the world getting better or worse?

BETTER. Of course, there are lots of problems and no one is saying it’s time to relax, but overall, humanity has made [].

This question is a trick. It questions

ALL ANSWERS IN PAID VERSION...