

Developing Critical Thinking in Technical and Vocational Education and Training

1. Example of a class using the proposed methodology for developing critical thinking

Lesson objective: To identify the theme, main idea and secondary idea in different written texts.

Do it now!

Comic Strip 1



Reflect

- Could we remove any of the boxes from this comic?
- Would the main message still be the same? Which box(es) would you remove?

Comic Strip 2



Is the main message still the same? Which box(es) would you remove?

Comic Strip 3



Is the main message still the same? Which box(es) would you remove?

Practice Exercise 1

- **Theme:** Is what the text is about. It can be identified by asking the question “What is the text talking about?”
- **Main idea:** Can be defined as the most important message of the text. It can be identified by asking the question “What does the text say about the theme?”
- **Secondary idea:** All other ideas that complement or stem from the main idea.

Text 1:

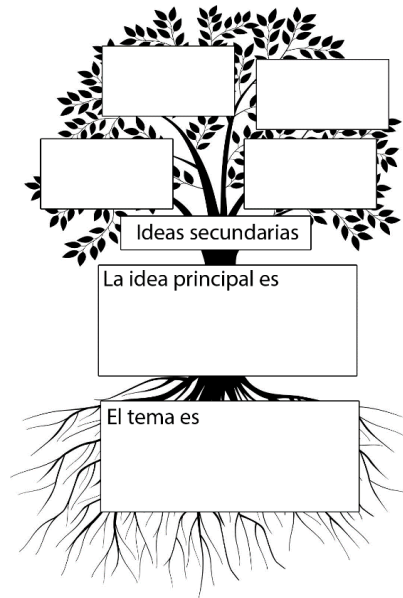
The benefits of electric buses

[...] The main emphasis of the authorities looking to implement electromobility is whether these buses can reduce pollution levels in Santiago. At this point, electric buses are in the lead as in one year they emit about 15 tons less of CO₂ when compared to internal combustion engines. Although they cost more than a conventional bus, the truth is that their operating costs are much lower than current *Transantiago* buses. “In fairly simple terms, if today you spend 100 pesos on maintaining a diesel bus, on an electric bus you only spend 30 pesos. Your saving more or less 70% (...) says the manager of Gildemeister. Depending on the model, electric buses need between 2 to 5 hours to fully charge, at a cost of no more than 40 thousand pesos [...]

Questions:

1. What is the text about?
2. What does it say about the theme?

Tree diagram:



Focus on grammar

General rules on accent marks:

There are different rules on using accent marks (general rule, diacritics and dierecitics). As a general rule, words will have an accent mark depending on the position of their **tonic syllable*** and, in some cases, on the letter or vowel that the word ends in.

*Tonic syllable: the most important syllable and main stress of the word.

A reminder of when to use accents:

- **Stressed on the fourth-to-last syllable:** All words that are stressed on the fourth from last syllable (the syllable before the antepenultimate) have an accent.
- **Stressed on the third-to-last syllable:** All words stressed on the third-to-last syllable (the antepenultimate) have an accent.
- **Stressed on the second-to-last syllable:** Words stressed on the second-to-last syllable (penultimate) have an accent whenever they do NOT end in N, S or a vowel.
- **Stressed on the last syllable:** Words stressed on the last syllable have an accent whenever they end in N, S or a vowel.

Text Nº 1:

(...) Sin embargo, la electromovilidad **esta** siendo promovida **tambien** sobre **fundamentos** medioambientales. Una economía verde con mayor productividad, mejoramiento de las posibilidades **economicas** y del cuidado ambiental. (...) El problema es que la **electricidad** no es una fuente primaria de **energia**. Es un formato, eficiente y dúctil, de almacenamiento y transmisión, pero no es de base. Depende, necesariamente, de la **intervencion** previa de los ecosistemas: carbón, gas, petróleo, viento, agua, sol. O, mejor dicho, en muchos casos del movimiento que estas originan.

Which of the words in **bold** should have an accent? Why? (Fill out the table below)

Word	Accent?	Justification

Independent practice

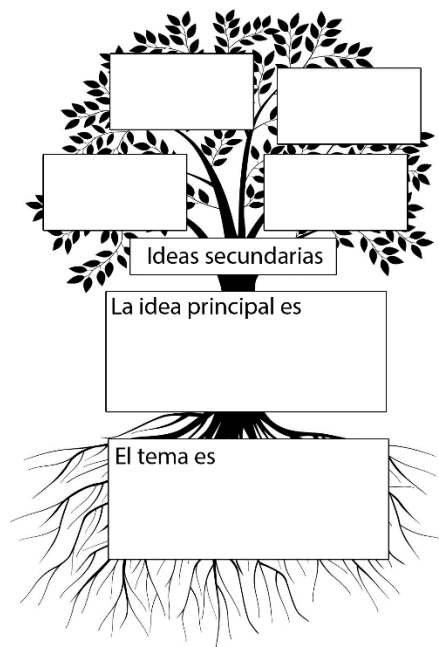
Read the following text and identify the theme, main idea and at least two secondary ideas.

Text Nº 2

1. (...) The problem with electromobility is that the electricity it uses is not a primary source of energy. It necessarily has to rely on the exploitation of an existing ecosystem, whether that be via coal, gas, petrol, wind, water or sun, or on the movement that some of these sources cause.

2. So it is difficult to think of a greener Chile if by 2017 40% of our electricity comes from coal. Where 29 coal-fired power stations continue to pollute the air and slowly kill thousands of fellow countrymen, as well as contributing to climate change as they are responsible for 91% of total emissions on the national grid. You may feel more ecologically-friendly on an electric bus, but when it's powered by a thermal power station, then all you're doing is kicking the problem further down the line. (...)

Fill out the tree diagram below:



Answer the following questions using your Plicker:

What is the text about?

- a) Renewable energy
- b) Electromobility

- c) Electricity
- d) Pollution

2. What is the main idea of paragraph 1?

- a) The electricity used for electromobility is not a primary source of energy
- b) The electricity used for electromobility is a primary source of energy
- c) Electricity depends on exploiting existing ecosystems
- d) Electricity depends on the movement generated by water, wind, sun, etc.

3. What is the main idea of paragraph 2?

- a) Electromobility doesn't stop the damage caused to ecosystems in Chile
- b) Electromobility leads to the creation of more thermal power stations
- c) Coal-fired power stations are responsible for 91% of emissions on the national grid
- d) Thermal power stations just kick the problem further down the line

Closing activity: Turn around and discuss!

(*) Ask the following question to a classmate: Are you in favor of electromobility (promoting the use of electric cars and buses)? Yes or no? Why/why not?

[Metacognition] Answer the following questions using your Plicker:

1. For the exercise where I had to identify the main idea of each paragraph, why did I get it wrong?

- a) Because I didn't understand the text about electromobility
- b) Because I didn't know how to use the tree diagram to identify the main and secondary ideas
- c) Because I wasn't paying attention
- d) I didn't get it wrong