

To the teacher

Reason & Respond is a critical thinking coursebook for CEFR A2–B1 level English learners. It is designed to help students build the confidence and language needed to think more clearly and critically, ask better questions, and communicate their ideas more effectively in English. The book follows a practical, topic-based approach and introduces students to fundamental critical thinking skills through language-rich, collaborative classroom activities.

Each unit centers on a key concept in critical thinking—such as facts, opinions, assumptions, or bias—and builds understanding through carefully scaffolded tasks. Students are encouraged to reflect on their own ideas, evaluate information, and express their thinking in meaningful ways, both orally and in writing. Through interaction with their classmates, students not only develop a deeper critical awareness, but also learn to listen actively, respond respectfully, and negotiate meaning with greater confidence.

The structure of each unit supports a four-part thinking cycle adapted from Hadley & Boon (2023):

- **Developing Critical Thinking Dispositions** → being aware of one's own biases, questioning assumptions, being curious yet cautious
- **Receiving** → listening carefully to others, reading attentively, respecting different viewpoints
- **Reasoning** → evaluating the strengths of arguments and recognizing faulty reasoning
- **Responding** → helping others reach stronger conclusions through discussion and reflection

This cycle is introduced throughout the unit activities to give students a consistent process for engaging with ideas critically and collaboratively.

Reason & Respond aims to:

- Teach students how to recognize and apply critical thinking strategies
- Develop all four English language skills through purposeful tasks
- Build vocabulary and academic language fluency
- Encourage reflection, dialog, and personal growth

The Teacher's Manual includes:

- Step-by-step teaching notes
- Suggested answers and discussion ideas
- Notes on classroom management and adapting to different contexts

Reason & Respond invites students to move beyond surface-level thinking and become more curious, thoughtful, and independent users of English.

It also supports progression, particularly in areas related to expressing opinions, evaluating ideas, and interacting effectively in discussion.

I hope this book helps you create engaging, respectful, and reflective learning spaces in your classroom.

Andy Boon

Toyo Gakuen University

Reference:

Hadley, G. & Boon, A. 2023. *Critical Thinking*. Routledge.

How a unit works

Each unit in *Reason & Respond* follows a carefully structured sequence that helps students develop their ability to think critically in English. Units build progressively: students begin by sharing ideas, then explore new concepts through guided definitions and examples, examine texts and evidence, apply their understanding through speaking and writing, and finally reflect on what they have learned.

This process supports both language development and critical thinking skills through a wide range of engaging tasks—from conversations and readings, to evidence evaluation, research, and reflection.

Each unit aligns with the course’s four-part thinking cycle (Hadley & Boon, 2023)—see the *To the teacher* section.

This cycle is woven throughout the unit sections to give students a consistent, repeatable process for engaging critically with ideas in English.

Unit structure

Section	Purpose
A: Getting Started	The unit begins with warm-up activities designed to activate background knowledge and introduce the unit theme. Students engage in short conversations, respond to questions or images, and begin thinking about the key topic. These tasks promote community building and help students ease into critical thinking through personal connection and curiosity.
B: Understanding the Concept	In this section, students explore the unit’s central concept (Ex. fact, opinion, bias). They begin by discussing their own ideas before reading a simple explanation. Students are then asked to apply the concept in basic ways, often through short writing, observation, or discussion tasks. This section builds shared understanding of the concept and provides a foundation for later tasks.
C: Identifying the Concept I	Students read a short, accessible text that presents the target concept in context—often through a personal story or example. They are asked to identify how the concept appears in the text, then analyze or discuss its importance. These tasks help students practice recognition and early analysis in a supported and structured way.

D: Supporting the Concept I	Here, students begin applying the concept themselves. They may evaluate examples, match ideas with reasons or evidence, or generate their own statements related to the concept. Tasks in this section often include both speaking and writing activities, and encourage students to support their ideas with logical reasoning, experience, or evidence.
E: Identifying the Concept II	In the second identification stage, students engage with a new text or set of statements. These texts may be longer, more opinionated, or multi-voiced (Ex. dialogs or contrasting views). Students are asked to find examples of the concept, compare different views, or evaluate support. Vocabulary building and deeper analysis are emphasized.
F: Supporting the Concept II	Students now apply their learning in more complex ways. Tasks may include evaluating the strength of reasoning, identifying bias, challenging assumptions, or building stronger arguments. Students are encouraged to justify their thinking clearly and respond to others' ideas thoughtfully.
G: Researching the Concept	This section encourages students to take their thinking beyond the textbook. Tasks often involve mini-research, opinion surveys, or cross-cultural comparisons. Students explore real-world examples, gather evidence, and share their findings with others. These tasks promote independence, synthesis, and the connection of critical thinking to life outside the classroom.
H: Reflecting	The unit ends with reflection. Students review the key concepts, vocabulary, and skills they learned. They reflect on how their thinking has changed, what challenged them, and how they might use the concept in the future. These final tasks develop metacognitive awareness and set the stage for the next unit.

Scope and Sequence

	Introduction What is Critical Thinking? pp. 9-10	Getting Started Understanding Critical Thinking
	Unit 1 Facts pp. 11-18	Getting Started Understanding Facts Identifying Facts I & II Supporting Facts I & II Researching Facts Reflecting
	Unit 2 Opinions pp. 19-26	Getting Started Understanding Opinions Identifying Opinions I & II Supporting Opinions I & II Researching Opinions Reflecting
	Unit 3 The Art of Listening pp. 27-34	Getting Started Understanding Listening Identifying Listening Strategies I & II Supporting Listening I & II Researching Listening Reflecting
	Unit 4 Beliefs pp. 35-42	Getting Started Understanding Beliefs Identifying Beliefs Supporting Beliefs Challenging Beliefs I & II Researching Beliefs Reflecting
	Unit 5 Assumptions pp. 43-50	Getting Started Understanding Assumptions Identifying Assumptions Supporting Assumptions Challenging Assumptions I & II Researching Assumptions Reflecting
	Unit 6 Bias pp. 51-58	Getting Started Understanding Bias Identifying Bias I & II Challenging Bias I & II Researching Bias Reflecting
	Unit 7 Review of Units 1–6 pp. 59-62	Getting Started Identifying Critical Thinking Elements Challenging Classmates Reflecting



Unit 8 Categorizing

pp. 63-70

Getting Started
Understanding Categorizing
Identifying Categories I & II
Supporting Categories I & II
Researching Categories
Reflecting



Unit 9 Evaluating

pp. 71-78

Getting Started
Understanding Evaluating
Identifying Evaluations I & II
Supporting Evaluations I & II
Researching & Evaluating
Reflecting



Unit 10 Persuading

pp. 79-86

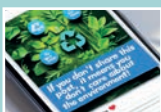
Getting Started
Understanding Persuading
Identifying Persuasion I & II
Supporting Persuasion
Resisting Persuasion
Researching Persuasion
Reflecting



Unit 11 Logical Fallacies I: Ad Hominem & Straw Man

pp. 87-94

Getting Started
Understanding Logical Fallacies
Identifying Logical Fallacies I & II
Challenging Logical Fallacies I & II
Researching Logical Fallacies
Reflecting



Unit 12 Logical Fallacies II: Either/Or & Appeal to Emotion

pp. 95-102

Getting Started
Understanding Logical Fallacies
Identifying Logical Fallacies I & II
Challenging Logical Fallacies I & II
Researching Logical Fallacies
Reflecting



Unit 13 Review of Units 8-12

pp. 103-106

Getting Started
Identifying Critical Thinking Elements
Challenging Classmates
Reflecting

EXTENSION ACTIVITIES: PROJECTS

Extension Activities: Projects

pp. 107-118

Project Ideas for Units 1-6
Project Ideas for Units 8-12

To the student

Welcome to ***Reason & Respond***! This is a coursebook to help you improve both your English and your critical thinking skills. In each unit, you will learn how to understand new ideas, think more deeply about them, and express your own opinions with confidence.

The book introduces important topics such as facts, opinions, assumptions, bias, categorizing, evaluating, persuading, and faulty reasoning. These are things that we often encounter in our daily lives. You will explore these topics by talking with your classmates, reading short texts, listening to others, identifying concepts, and working on small research tasks. Step by step, you will learn how to ask better questions, understand different viewpoints, and give stronger reasons for your own ideas.

Every unit follows a similar thinking process:

- **Developing critical thinking**—becoming more curious, careful, and open-minded
- **Receiving**—listening and reading carefully to understand information
- **Reasoning**—noticing strong and weak ideas, and thinking about evidence
- **Responding**—joining discussions, asking questions, sharing what you believe, and helping others to develop stronger arguments

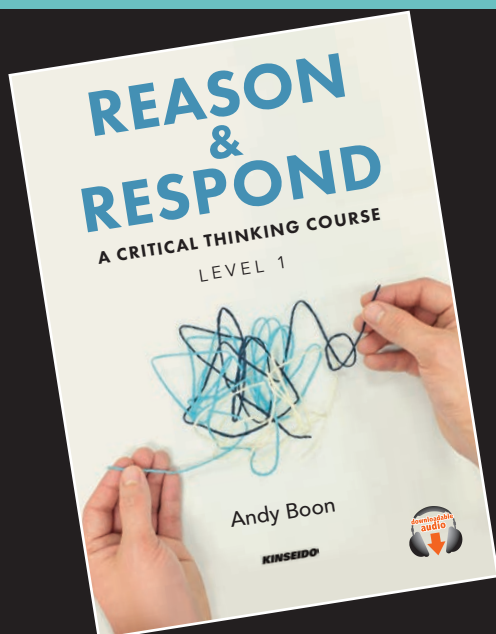
You will build vocabulary and grammar skills, practice speaking, writing, and researching, and learn how to think clearly and critically in English. You will also learn how to work with others and reflect on what you have learned.

I hope this book helps you feel more confident in English and more aware of how to think clearly, fairly, and independently, not just in the classroom, but in life.

Critical thinking is a lifelong journey. So, let's begin!

Andy Boon

Toyo Gakuen University



This Critical Thinking textbook will help you become fluent in English in just two weeks—no studying needed.

Buy it now!

It will change your life forever.

A Getting Started

- 1 Read the advertisement above for the *Reason & Respond* textbook.
- 2 Work with a partner. Discuss the following questions.

- Q1.** What promises does the advertisement make?
- Q2.** What is wrong with these promises?
- Q3.** What questions should you ask about this advertisement before buying the product?
- Q4.** What evidence would you need to believe the promises in the advertisement?

- 3 Work in a small group and share your answers.
- 4 Discuss: Can you think of real examples in which advertisements did not tell the truth? What promises did they make? Why was this a lie? Explain to your group.

B Understanding Critical Thinking

- 1 In **Section A, page 9**, you were thinking critically. Cover the explanation in **Task 2**. Then, work in a small group. Discuss and write your definition below.



Critical thinking is

- 2 Read the explanation below and check your answer.

Critical thinking is being able to think clearly and carefully about information. Critical thinking means asking questions, checking evidence, and considering different ideas. This helps us decide if something is true, false or if we should remain uncertain about it.

- 3 Discuss in your small groups: Why is critical thinking important?

Why do you think critical thinking is important?

I think it's important because it helps us make better decisions. Every day we get a lot of information. We need to be able to understand if it is true or false. We need to know if we can believe it. What do you think?

- 4 Look at the **Scope and Sequence** table, **pages 6–7**. Discuss:

- Q1.** What do you think you will learn about in each unit?
Q2. Which units seem the most interesting to you? Why?
Q3. Which unit do you think will be the most useful? Why?



A Getting Started

- 1 Work with a partner. Ask questions to get to know your partner.

What's your name?

I'm Linh!

Where are you from?

I'm from Hanoi.
It's in Vietnam.

Do you have any brothers or sisters?

I have an older brother and a younger sister.

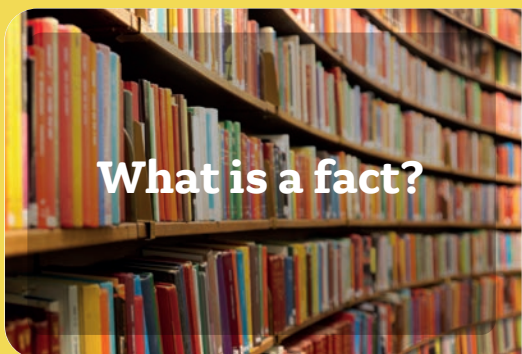
What languages do you speak?

I speak Vietnamese, and a little English and Chinese.

- 2 Work with a new partner. Share information about your previous partner.

B Understanding Facts

- 1 Cover the explanation in **Task 2**. Then, work in a small group. Discuss and write your definition below.



A fact is

- 2 Read the explanation below and check your answer.

A **fact** is something that we know to be true. It is real information about something. A fact is based on evidence. We can check the evidence. Then we can decide if the fact is true or false.

- 3 Look around you. Write some facts about what you see. Write evidence that supports each fact.

Ex. **Fact:** The classroom is 301.
Evidence: There is a sign outside the room.

Fact: There are 31 students in the class today.
Evidence: I counted them.

Fact: Everyone in my group has a smartphone.
Evidence: They showed me their phones.

- 4 Share your facts and evidence with your group.

C Identifying Facts I

- 1 Read about Linh. Underline at least 10 facts about her.

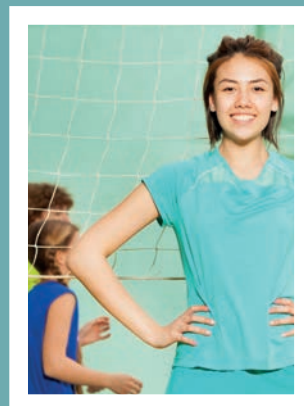


DL02



CD02

- Hi everyone! My name is Linh. I'm from Hanoi, Vietnam. I'm an 18-year-old university student studying international relations at Hanoi University. I speak Vietnamese and
- 5 I'm currently learning English and Mandarin Chinese, too. I think that learning and speaking other languages is important for my future. As well as studying, I'm big on sports. I'm on the university volleyball team. I play volleyball
- 10 three times a week. I need to practice more though as I'm not a good player. I also like to play soccer with my friends. On the weekends, I have a part-time job. I work on Saturdays and Sundays in a coffee shop in the city center. Sometimes, I get to practice my English and Chinese when tourists visit the shop.
- 15 Therefore, this job is really good for me. When I'm not busy, I like to read. In my opinion, there's nothing better than relaxing with a good book and getting lost in the story. I like fantasy novels. I also love to read manga. Last summer, I went sightseeing in Japan. I enjoyed the sights, the food, and the culture. I really think traveling is the best way to develop yourself
- 20 and to get new perspectives.



- 2 Work with a partner. Share your answers.

- 3 Discuss with your partner: What is some evidence that could support each fact about Linh? Make a list below.

Ex. <u>Facts about Linh:</u>	<u>Evidence:</u>
Her first name is Linh.	Student ID

- 4 Work in a small group. Share your facts and evidence with your group.

D Supporting Facts I

- 1 Draw a line to match some of the facts you found about Linh in **Section C**, **page 13** to the possible ways to get evidence.

- | | |
|---------------------------------|--|
| a. She is from Vietnam. | 1. Visit the store on a Sunday. |
| b. She can speak English. | 2. Ask to see her photographs. |
| c. She plays volleyball. | 3. Check her passport. |
| d. She works in a coffee shop. | 4. Ask for a self-introduction in English. |
| e. She likes reading. | 5. Go and watch her team play. |
| f. She went to Japan last year. | 6. Ask which books she has read. |

- 2 Work with a partner. Share your answers.
- 3 Discuss with your partner: Is this good evidence? Why or why not?

Do you think checking Linh's passport is good evidence?

Yes. It's an official document. If she has a Vietnamese passport, she is from Vietnam.

But what if she was born in Vietnam and then moved to another country as a young child?

She would still be from Vietnam originally, so I think it's good evidence.

- 4 Make a list of 10 facts about yourself. Write eight TRUE facts and two FALSE facts.



1
2
3
4
5
6
7
8
9
10

- 5 Work with a partner. Student A: Read out your facts. Student B: Guess which facts are TRUE or FALSE.

OK. Number one.
I have a driver's license.
Do you think that's true
or false?

I think it's false.

Sorry.
The answer is true!
OK. Number two.
I have two brothers and
one sister.

- 6 Switch roles.
- 7 Switch books. Look back at your partner's eight true facts. Discuss with your partner: What is some evidence that could support each fact? Is it good evidence? Why or why not?

E Identifying Facts II

1 Read about Hanoi. Guess the missing words.



DL03



CD03



Hanoi is a very big city in Vietnam. In fact, it is the **1** [] city. There are over 8,000,000 **2** [] living in Hanoi. This makes it Vietnam's second-most populated city after Ho Chi Minh City. It is located in the **3** [] part of Vietnam to the west of the Red **5** River. Hanoi is very old and dates back thousands of **4** []. Summers in Hanoi can be hot. The average **5** [] in August is around 30°C. The best time to visit is October to December when the temperature falls. The city is famous for its **6** []. There are many historical buildings to see in Hanoi's Old Quarter. In the past, **10** Vietnam was under the **7** [] of China and France. In Hanoi's Old Quarter, you can see the influence of both Chinese and French culture on how the houses were made. Hanoi is also famous for its **8** []. One of the most popular to try is pho. It's one of the world's 100 most popular dishes. There are many restaurants and **15** stalls selling pho in the Old Quarter. Finally, Hanoi is known as "the city of **9** []". There are around 18 of them. Hoan Kiem Lake, for example, is an important scenic spot for visitors and locals alike. People can walk around the lake. There is also a famous temple on a small island in the middle of the lake. Hanoi is a great place to visit. **20** However, it can get very crowded. Recently, the number of **10** [] has increased by around 27% a year.



2 Work with a partner. Share your guesses.

3 Match the words to the numbers in the article (1–10).

a. control

f. lakes

b. years

g. northern

c. temperature

h. people

d. tourists

i. food

e. capital

j. architecture

4 Look again at the article. Discuss with your partner: What are some facts about Hanoi? What is some evidence that supports (or could support) each fact?

F Supporting Facts II

- 1 Read the explanation below.

A **statistic** is a number that tells you something about a group of things or people. By using a statistic, you can help to support your fact. It can make your fact more believable. Look at the example below.

Statistic 1: Ho Chi Minh City has a population of around 9,000,000 people.

Statistic 2: Hanoi has a population of over 8,000,000 people.

Statistic 3: Haiphong has a population of over 2,000,000 people.

Fact: Hanoi is the second-most populated city in Vietnam.

- 2 Work with a partner. Find more examples of statistics about Hanoi in the article. Discuss with your partner: How do the statistics help to support the facts in the article?

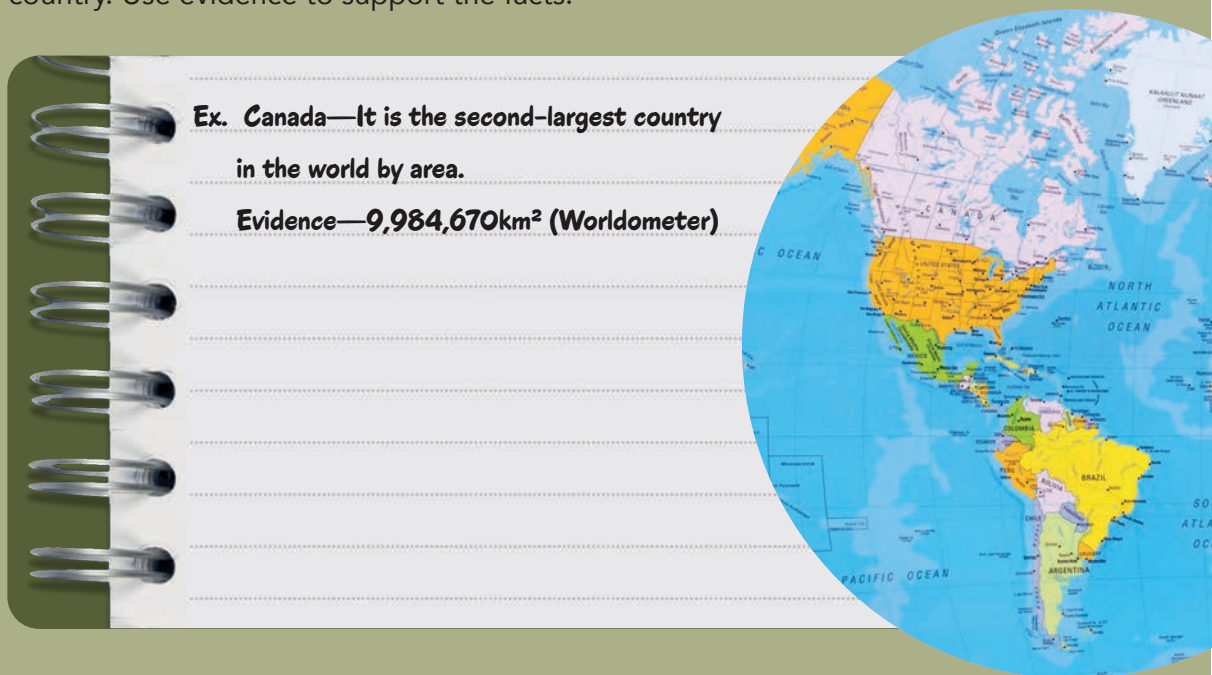
How about the fact that Hanoi dates back many years?

That's not a statistic. It's a historical fact. According to the Internet, Hanoi was established in 1010.

- 3 Go online. Find out more facts and statistics about Hanoi. Share them with your group.

G Researching Facts

- 1 Work with a partner. Choose a country to research. Find out facts about the country. Use evidence to support the facts.



- 2 Work in a small group. Take turns sharing your facts and evidence about your chosen country with your group members.
- 3 Discuss as a class: What did you learn about countries around the world?

H Reflecting

- 1 Work in a small group. Discuss the following questions with your group.

- a. What new words did you learn in Unit 1?
- b. What did you learn about facts?
- c. How can you support facts?
- d. What do you think makes good evidence?



- 2 Share your answers with your classmates.