

## Questioning as we learn: An introduction to critical thinking

### Material for Higher Education students in Sierra Leone by INASP, UK



Provided by the Critical Thinking Taskforce (CTTF) within the project AQHEd-SL

#### Unit 2 - Snippet 26

Could you find some words in the picture of letters that we sent last time?

Can you now spot words that make sense to you? Are there still some words that are easier to spot than others?

x	w	f	r	k	o	m	h	u	a	u	s	q	i	h
s	t	r	u	c	t	u	r	e	o	g	u	a	p	g
x	e	n	g	w	p	e	p	p	m	p	g	u	a	u
o	p	w	r	k	q	u	e	s	t	i	o	n	t	w
k	e	a	w	s	s	e	e	u	m	o	o	a	t	g
y	r	e	a	d	i	n	g	j	n	l	h	o	e	n
v	t	t	e	v	i	a	o	o	a	k	u	x	n	i
a	e	n	x	a	h	y	l	c	r	i	n	z	t	k
c	p	e	b	y	u	f	i	y	e	k	e	e	i	n
x	d	m	u	x	j	t	s	n	p	q	u	s	o	i
m	a	u	t	a	i	w	o	r	r	d	t	r	n	h
p	r	g	o	r	n	s	a	f	u	f	v	c	u	t
m	d	r	c	i	e	k	a	e	c	w	r	x	e	e
h	e	a	a	a	j	z	i	g	r	p	u	r	m	h
s	e	j	b	v	f	l	u	z	j	h	g	a	k	s

[Text box produced through SEN Teacher free learning resources <https://www.senteacher.org/>]

This warm-up exercise may have made you aware that it is not only important *what* is presented in a text but also *how* it is presented in order to support the reader's understanding of what the author means. Of course, academic texts are always better structured than this exercise text. Nevertheless, their structure is not always obvious or easy to see. Unit 2 will help you develop this sensitivity to text structure, which in turn will assist you in understanding the author's purpose.